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ABSTRACT

This instructor's manual is designed to help in implementing a course for caregivers on individual planning for individuals with disabilities. Content notes and implementation notes for each section are provided, as are sheets for overhead projection, worksheets, and handouts. The course is organized into 19 sections to be administered in 8 hours of instruction. The sections include introductions and summarizations along with: an individual project and group discussion on the need for individual planning; a lecture on developing individual plans; a videotape, lecture, and discussion of the planning process; a lecture on organizing the individual planning meetings; a lecture and group exercise on selecting environments to inventory; an exercise and discussion on conducting general inventories; a lecture and group exercise on conducting an individual inventory; an overview and exercise studying the process of setting personal priorities; and an overview and exercise focusing on the evaluation process. (11 references) (PB)

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How to Develop an Individual Plan

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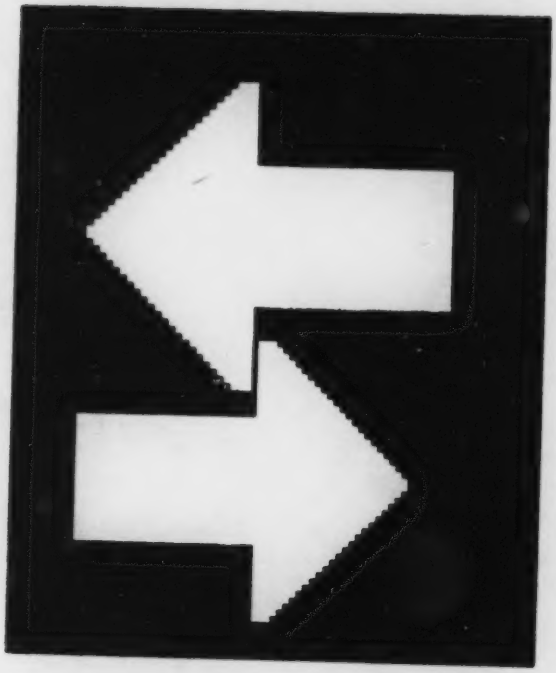

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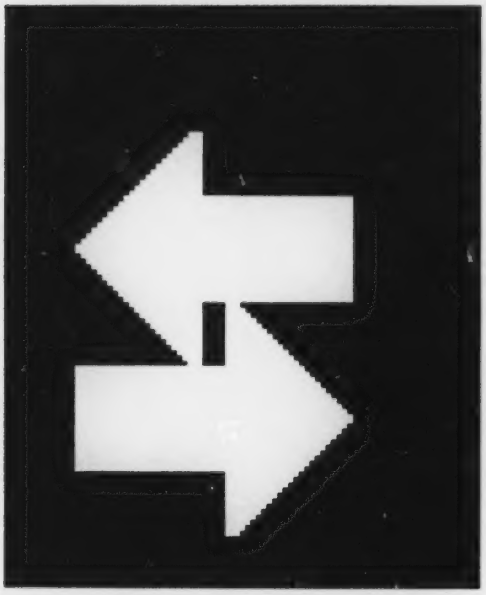
How to Develop an Individual Plan



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Planning

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Notes on Using This Manual

The content upon which this course is based is found in the inside column of each page. Instructor's notes and guidelines appear in the outside column, in general. These notes are intended to help less-experienced instructors create an interesting and effective classroom experience. Overheads and handouts are provided to help reinforce key points.

This course is designed to be delivered in two four-hour sessions, but can be combined into one eight-hour session.

Notes To Instructor

This course has been specifically developed to help people responsible for providing direct care to individuals with disabilities understand and participate in the process of Individual Planning.

This course is organized into a total of 19 sections. Overheads and several videos which can be used to augment the lecture or to demonstrate a particular technique are incorporated into the course.

The time recommended for each section is provided in the notes that preface the sections.

References employed in the development of this course are listed in the bibliography. Before teaching this course we recommend that you become familiar with all of this material, review all videos and tapes plus the handbooks which go with some of the videos. Also read the chapters from PROGRESS WITHOUT PUNISHMENT which describe teaching techniques.

The references on ecological inventory can serve to clarify points and terms used in this section; however, the language used has been simplified. You will have to decide whether the minor differences in terms will make one or more of the readings helpful or confusing for individual groups of students.

A list of additional activities has been included to be used as appropriate for a given group. The outside activities are critical to the learning process, and should take an additional 6 hours. Students should be encouraged to work together on the inventories particularly if they are from the same agency and knowledgeable about the same individuals with disabilities.

Format

This course is designed to be delivered via a combination of lecture, slide or videotape presentations, large and small group discussions, and role playing.

As you study the various classroom sections, you will notice that the role playing segments call for participation by at least three individuals. If your class size is too small to permit that level of participation and still generate adequate discussion, you may have to modify your delivery.

In some cases, existing videotape presentations may be substituted. Or, you may wish to develop your own videotape using a home video camera with friends and associates serving as your cast.

Time

This course is designed for a total of eight hours of classroom instruction divided into two four-hour sessions to be held on two different dates.

You may find that your specific circumstances demand delivery over a different time frame. The course may easily be combined into one-day long session with a lunch break.

Additionally, while this course has been developed for stand-alone delivery, it may be combined with additional material as part of a more comprehensive course in the support of individuals with disabilities.

Materials

Originals of all required visual aids, overheads, and handouts are included in this manual. In order to deliver this material as designed, you will have to make overhead copies of these originals and sufficient copies of all handout materials for your class. In addition, the following equipment is required:

1. Overhead projector.
2. Projection screen.
3. VHS format video cassette recorder (VCR) or video playback unit.
4. Markerboard or flip chart pad with easel.
5. Two or three colored markers.

Course Outline

SESSION 1

A. INTRODUCTION
Lecture, 5 minutes

B. INDIVIDUAL PLANNING – UNDERSTANDING THE NEED
Student summaries and group discussion, 25 minutes

C. DEVELOPING THE INDIVIDUAL PLAN – WHERE TO BEGIN?
Lecture with class discussion, 20 minutes

D. VIDEO AND DISCUSSION
Video: 28 minutes, Discussion: 10 to 15 minutes,
Total Section: 38 to 43 minutes

E. OVERVIEW OF INDIVIDUAL PLANS
Lecture, 10 minutes

F. ORGANIZING THE IP MEETING
Lecture and discussion, 10 minutes

G. SELECTING ENVIRONMENTS TO INVENTORY
Lecture, 10 minutes

H. SMALL GROUP EXERCISE
Small group activity, 10 minutes

I. CONDUCTING A GENERAL INVENTORY
Large group exercise and discussion, 120 minutes

J. SUMMARY AND CLOSING
Lecture, 15 Minutes

SESSION 2

A. INTRODUCTION TO SESSION 2
Lecture, 15 minutes

B. CONDUCTING AN INDIVIDUAL INVENTORY
Lecture, 10 minutes

C. INDIVIDUAL INVENTORY ACTIVITY
Large group exercise, 50 minutes

D. OVERVIEW OF STAGE THREE
Lecture, 10 minutes

E. PRIORITIES AND CONSIDERATIONS
Large group discussion, 30 minutes

F. GOAL SETTING EXERCISE
Small group exercise, 45 to 60 minutes

G. OVERVIEW OF STAGE FOUR
Lecture, 10 minutes

H. EVALUATION ROLE PLAYING EXERCISE
Small group activity and discussion, approximately 45 minutes

I. SUMMARY AND HOME WORK ASSIGNMENT
Lecture, 10 minutes

UPON COMPLETION OF THIS COURSE, STUDENTS SHOULD BE ABLE TO :

1.0 Recognize the value of developing Individual Plans.

1.1 Define the Individual Planning process.

1.2 State the purpose of the Individual Planning process.

1.3 Recognize the stages of the Individual Planning process.

2.0 Identify the critical factors in organizing a meeting to develop an Individual Plan.

2.1 Develop a list of individuals who should or could be invited to a meeting to begin to develop an Individual Plan.

3.0 Conduct an inventory of at least one community environment in which an individual can or could actively participate.

3.1 Develop a list of potential settings to inventory and give a rationale for why these environments where chosen.

3.3 Assess the skills necessary to participate independently in that environment in the manner of a non-disabled citizen.

3.3 Identify the cues and materials which non-disabled citizens use to succeed in that environment.

3.4 Identify the feedback, if any, which is provided by that environment or subsection of that environment to enable non-disabled citizens to alter what they are doing if they are making a mistake.

3.5 Identify the consequences of correctly or incorrectly performing various functions in the environment or subsection of the environment.

3.6 Identify the communication needed by a non-disabled citizen to succeed in that environment.

4.0 Identify the abilities and difficulties of one individual in at least one community environment as compared to the abilities a non-disabled citizen needs to succeed in that environment.

4.1 Take an individual to that environment and identify what the individual can or cannot do as compared to that list.

4.2 List the assistance needs of the individual as he or she performs in the environment.

4.3 Assess and offer only as much assistance as is necessary to avoid a dangerous or truly embarrassing or totally unsuccessful situation for the individual or the people in that environment.

4.4 List the differences between the performance of the individual with a disability and the non-disabled citizen in that environment.

5.0 Analyze the differences between the performance of an individual with disabilities and an ordinary citizen in one community environment .

5.1 Compare the performance of the individual with a disability and a person without a disability.

5.2 Develop a list of at least three changes (adaptations) that could be made to enable the individual to succeed in that environment or subsection of the environment with maximum independence.

5.3 Determine, on the basis of that list and other considerations about the individual whether or not this is a reasonable environment in which to teach this person.

6.0 Develop at least two goals and three objectives related to a particular community environment for an individualized plan (IP) for the individual based on these inventories.

6.1 List at least three reasons why this individual will need to learn the skills noted in the goals/objectives in the manner stated.

6.2 List at least two teaching strategies which will be used to teach these skills in a particular community environment and noting the need to be cautious of using verbal prompts.

6.3 List at least one change/adaptation that could be used to assist the individual in learning each of the skills that are essential in the environment.

6.4 List the strategies and/or changes/adaptations to be used to assist the individual with any parts of the skill sequence that are not being taught at this time.

6.5 State how they will evaluate the individual's progress and determine when to change goals and objectives.

6.6 Identify at least one data collection strategy for assessing individual progress.

7.0 Actively and meaningfully participate in a meeting of an Individual Plan team for an individual.

7.1 Make a case for why and how an individual could participate meaningfully in the meeting.

7.2 Identify at least one environment and the subsections of that environment which could be a teaching environment for the individual.

7.3 Identify at least two goals and three objectives for the Individual Plan.

7.4 Identify at least two teaching strategies which could be used to teach that individual in that environment.

7.5 Identify at least two changes/adaptations which could be used to help the individual maximally participate in that environment while learning certain skills.

Planning

Session 1. Notes and Content

Section A

Class Introduction

Format

Lecture

Time

5 Minutes

Materials

Overhead 1

Notes

1. Introduce yourself and have the students introduce themselves.

2. Using Overhead 1 and the content provided, introduce the Individual Planning process and what is included in this course.

Section A: Content

This is a course in Individual Planning for individuals with developmental disabilities – disabilities which, without training and assistance have prevented those individuals from participating in activities people without disabilities engage in as a routine part of their lives. Those activities may be purely recreational. Or they may be an important part of work to earn a living. Whether it is work or play, individuals with disabilities can be denied access to full and productive lives. Individual Planning is a process of analyzing a variety of environments to determine those activities an individual with disabilities could participate, with training and assistance. Finally, the process helps define the kind of training and assistance that should be provided.

In developing an Individual Plan for a person with developmental disabilities, consideration must be given to the entire "life space" of the individual, his or her strengths, aspirations, joys, needs and concerns as these issues exist in every person's life.

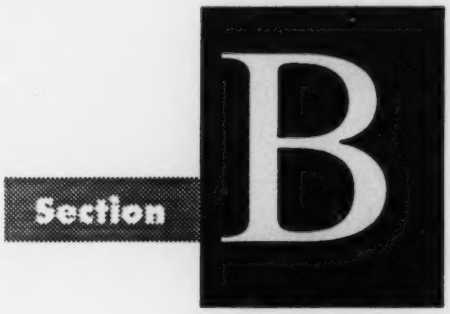
Perhaps because of physical or intellectual impairments and a lack of experience, many individuals do not have the skills for full participation in a wide variety of life options. The Individual Plan can specifically address the development of those skills.

This course on developing an Individual Plan will assist planning teams in identifying some ideas about skills to be taught and in determining whether or not these could or should be taught.

For example, it may be determined that an individual needs a job that pays at least minimum wage and gives that person the opportunity to meet non-disabled individuals.

As there are a wide variety of job options, the team developing the Individual Plan will need to know how an individual performs in a number of job situations and what can be done to improve performance. Based on this information a decision can be made about which jobs to start with.

Thus, this course will address ways to identify some of the environments and activities in which a person could and should have the opportunity to participate. And, we will go on to discuss how to identify the skills an individual needs to successfully participate in those environments.



Individual Planning - Understanding the Need.

Format

Student summaries and group discussion

Time

25 Minutes

Objective

Upon completion of this section, students should be able to:

1.0 Recognize the value of developing Individual Plans.

Notes

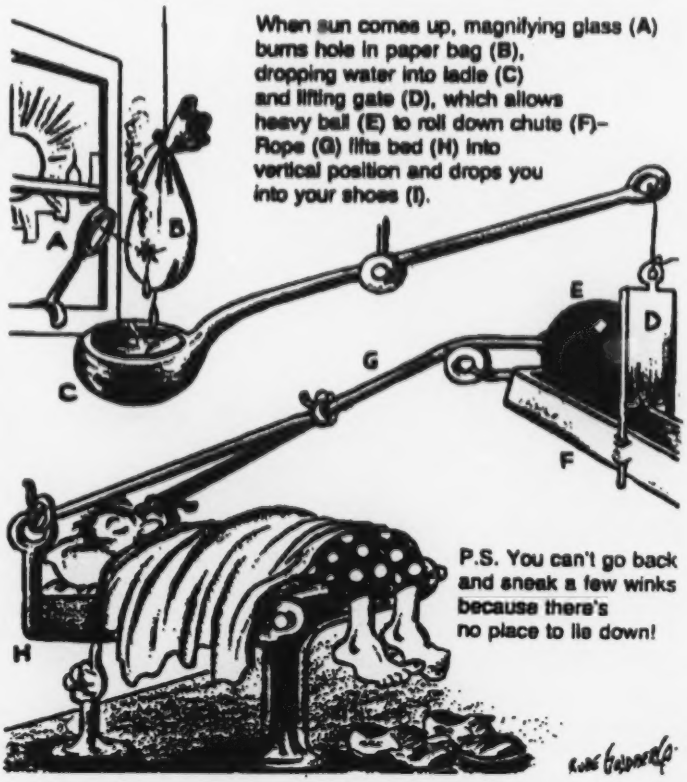
1. Ask the students to think back to the start of their day and to recall how they got up and ready for the day.

2. Ask the students to write down, very carefully, every step – or task – they perform when getting up and ready for the day. Also ask them to recall in their notes anything they do to overcome problems while performing this simple, basic task.

3. Allow the students 5 minutes to complete their notes.

Section B: Content

This section has been developed to meet the general objective of helping your students understand the basic concepts underlying Individual Planning. Additionally, this section will help your students understand the idea that all of us are, in some way, disabled, but that, as individuals with relatively broad experience, we are able to find easy, natural ways to compensate for our disabilities.


When sun comes up, magnifying glass (A) burns hole in paper bag (B), dropping water into ladle (C) and lifting gate (D), which allows heavy ball (E) to roll down chute (F)– Rope (G) lifts bed (H) into vertical position and drops you into your shoes (I).
A
B
C
D
E
F
G
H
P.S. You can't go back and sneak a few winks because there's no place to lie down!

4. Ask several students to read aloud their lists.

5. It is likely that, to start, the lists will be very general and will not break the sequence of tasks – the "skill cluster" – down into discrete enough tasks. (Before the class session, it is recommended that the instructor conduct a task analysis on the skills cluster of getting up and getting ready for the day.)

6. Through questions and comments, urge the students to break the task down into its smallest set of skills.

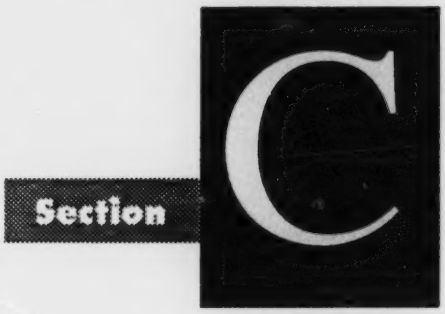
7. When the concept of a task being comprised of many discrete skills seems to be understood, discuss the kinds of problems the students identified and how they overcome those problems. Through questions and comments, bring out the idea that, for example, sleepiness, a tendency to misplace things, etc. constitute types of disabilities.

8. Discuss how the students compensate for their "disabilities." Through questions and comments develop the idea that each of us compensates for our "disabilities" by acquiring new skills or by drawing on our experience to solve problems.

9. Draw the conclusions that:

(1) People with disabilities can also be taught to participate in everyday activities when provided with similar skills and experiences.

(2) Individual Planning is a process developed to help them do so.



Developing the Individual Plan - Where to Begin?

Format

Lecture with class discussion.

Time

Approximately 20 Minutes.

Materials

Overheads 2, 3, 4, 5 and 6

Objectives

Upon completion of this section, students should be able to:

1.0 Recognize the value of developing Individual Plans.

- 1.1 Define the Individual Planning process.
- 1.2 State the purpose of the Individual Planning process.
- 1.3 Recognize the stages of the Individual Planning process.

Notes

1. Use the content and overhead 2 to present the purpose of an IP.

2. Use the content provided and overhead 3 to present and discuss the "WH" questions.

Section C: Content

This section has been developed to help you orient your students to the basic application of Individual Planning and its stages.

Individual Planning is a process that analyzes an individual's capabilities, environments in which the individual might work or engage in activities with the community at large and then defines the type of training the individual may require to participate successfully in that environment.

This course takes students through a step-by-step description of the process in a manner that will allow the successful student to engage in the Individual Planning process in a meaningful manner.

In the process of developing an individual plan, you should begin with the "Wh" questions of program development. These should include:

What is it this person needs to learn?

Why should it be learned?

Where should it be taught?

When will we know that the individual has mastered it sufficiently?

Why? A reasonable way to assess this is to ask if the skill is functional. One definition of functional is:

"If the person doesn't learn to do it, will someone will have to do it for him or her?"

If the answer is no, then perhaps we cannot justify spending a lot of time teaching this activity.

Typically many activities found in programs for adults with severe disabilities are not functional. It is unlikely that someone will have to be hired to help them complete such activities like: Learning to put pegs in peg boards or to sort nuts and bolts,

However someone else will have to do activities like:

Learning to put their clothes in the proper place or sort clean clothes from dirty for them.

The fewer functional skills people have the more dependent they tend to be on others. The more dependent they are, the more their self-respect and the respect of others is in jeopardy.

Recreation/leisure activities do not necessarily meet the "functional" criterion but they still have value.

Listening to favorite music may not be functional, but may be worth learning anyway if the person enjoys it. Also, some parts of the activity such as choosing the music, turning on a tape player, etc. can be functional tasks to be taught within a recreation/leisure activity.

3. Discuss the questions on overheads 4, 5 and 6

The questions should help stimulate thinking about what tasks and skills need to be taught. Students should be encouraged to use these on the job when contributing to Individual Planning.

The "Why question" also raises issues about what other people of a similar chronological age are doing. That is, teaching a particular skill because it is part of an activity typically performed by individuals of a similar age but who are not disabled. Individuals we support will never be prepared to participate in such activities if we don't teach them the necessary skills to do it.

What? This leads us to ask some questions about: "What" to teach;

"What are others this age doing?"

"What would make the individual seem less different from the peer group?"

"What activities would enable the individual to interact more with adults of the same age?"

"What activities/skills would provide the individual with greater access to more environments?"

One way to get to some answers about the "what" question is to go out and find out what other adults are actually doing. Then do an inventory of what it takes for a person without disabilities to succeed in certain activities in certain environments.

Begin by just listing a wide variety of environments available in the individual's community or nearby. Environments that are presently used, or could be used, if the individual had more skills typically needed to function successfully.

When considering what to teach it is important to look both at current and future environments and activities. What does the community offer now and in the future for the people you are serving? What will be available for the next 5, 10, 15 years?

Where? Occasionally, as personnel concerned with young children, we forget to think about future environments. However, once we start working with adults, we realize that it is dangerous to assume they will be prepared to use community environments without being specifically taught in those environments.

If we want the people we serve to use a variety of environments and resources successfully, we must identify and teach the necessary skills in those settings.

Thus, the "where" questions become critical. Because of their many learning difficulties, it is important that we teach adults with severe disabilities in natural, everyday environments.

Our experience and research suggests that many people with severe disabilities probably will not be able to "generalize" from one place to another. That is, they may not be able to use the skills learned in one environment in a different though similar environment. Likewise, we mustn't assume an individual will be successful in a specific environment, until we check to see if the person has the essential skills for that environment.

Instead of teaching generalized "restaurant skills," we need to teach ordering and eating food at a specific restaurant.

The assessments done in this class will make very few assumptions. Instead we will check out issues such as:

> What specific skills are needed to function in certain environments?
>
> What can the person currently do in these environments?
>
> How do we know what he or she "knows?"

When? The final question one needs to address in developing Individual Plans is when has a skill has been learned.

Once we know what is expected in a particular environment, the task of deciding when the skill has been learned becomes much easier to evaluate.

Evaluation of goals and objectives will be discussed later in this course.

Video and Discussion

Format

Video and Discussion

Time

Video: 28 minutes
Discussion: 10 to 15 minutes
Total Section: 38 to 43 minutes

Materials

Writing Board or Flip Chart
"Regular Lives" Videotape
Videotape player

Objectives

Upon completion of this section, students should be able to:

1.0 Recognize the value of developing Individual Plans.

1.2 State the purpose of the Individual Planning Process.

Notes

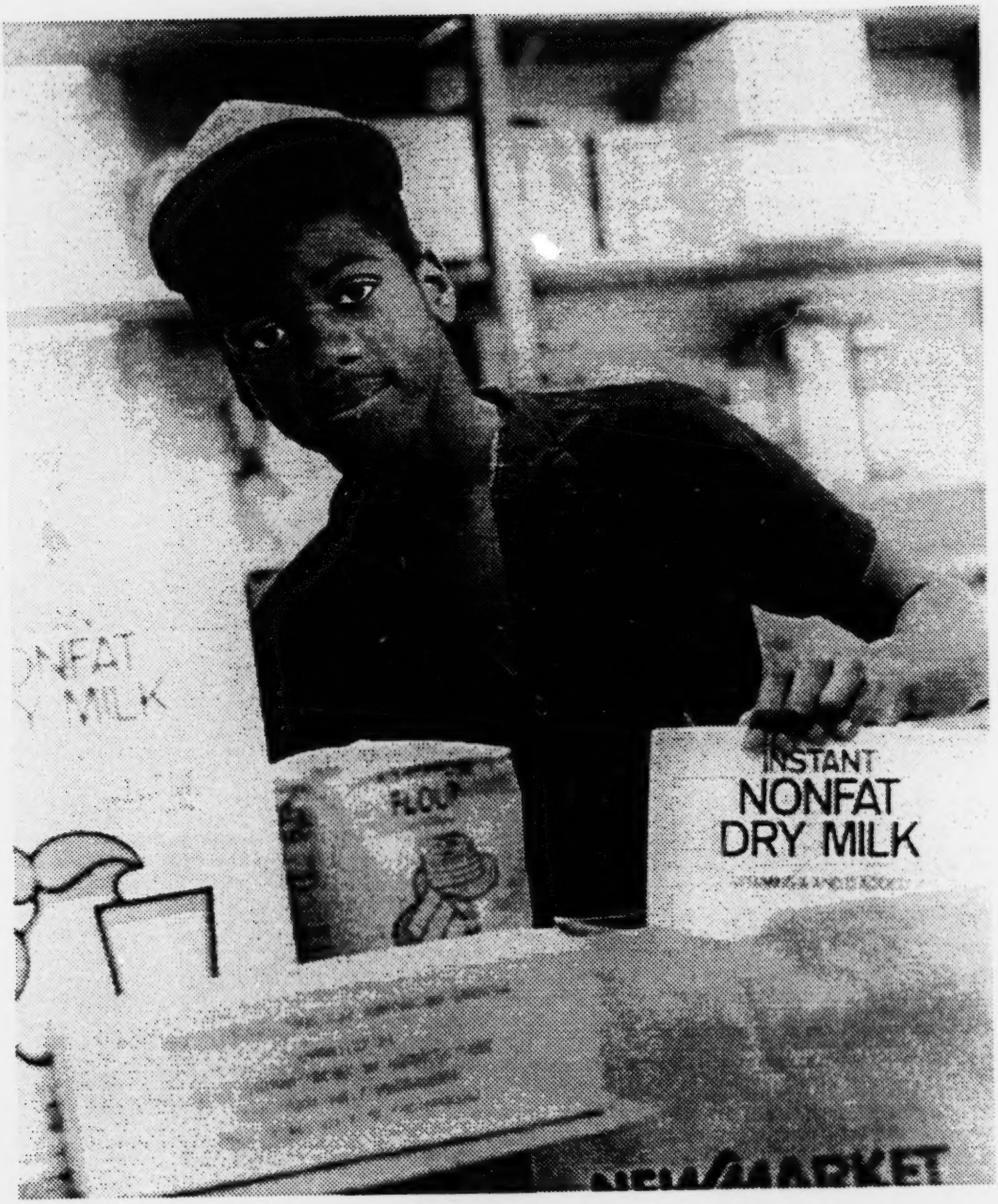
1. Introduce and show "Regular Lives."

2. Discuss the video with the students. Encourage them to discuss how it relates to the development of a meaningful life for an individual with severe disabilities. Record on a writing board or flip chart student responses.

Section D: Content

This section has been developed to add depth to the students' understanding of the value and purpose of Individual Planning.

Scenes from: "Regular Lives" video: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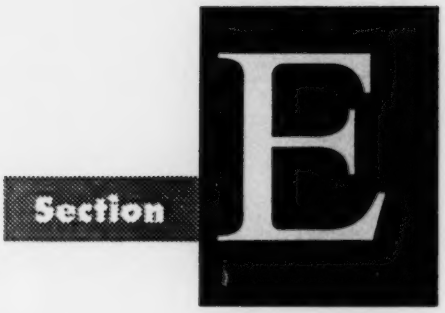


Overview of Individual Plans

Format

Lecture

Time

Approximately 10 Minutes

Materials

Overhead 7

Objectives

Upon completion of this section, students should be able to:

1.0 Recognize the value of developing Individual Plans.

1.3 Recognize the stages of the IP process.

Notes

1. At the start of this section, review the purpose of the IP.

2. Using overhead 7, point out that the development of an IP has four stages and each stage has several steps.

3. Briefly present the stages and their steps and explain that you will cover the stages and steps in greater detail later in the course.

Section E: Content

This section has been developed to further advance the students' understanding of the value of Individual Planning in general and to explain the stages of the IP process in particular.

The Individual Planning process is comprised of four major stages, each of which is comprised of a number of critical steps.

The first stage is organizing the Individual Plan Meeting. This stage has two steps:

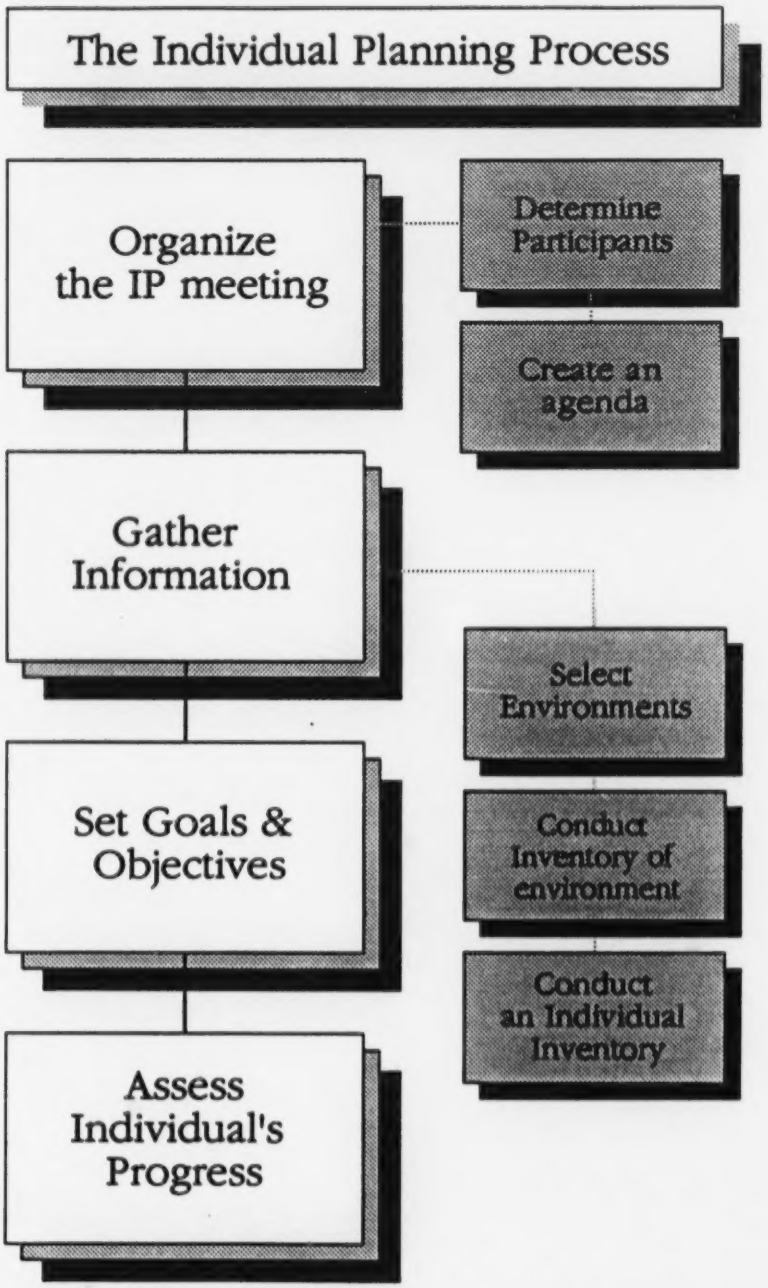
1. Determine the meeting participants.
2. Create an agenda or outline of the meeting.

The second stage is information gathering about an individual's abilities. For this stage, you must complete three separate steps:

1. Select the environments to inventory (such as daily living).
2. Conduct an inventory of each environment.
3. Conduct an individual inventory and performance analysis of the individual and environment.

The third stage is comprised of setting goals and objectives for the IP.

The fourth stage focuses on assessing the individual's progress toward achievement of the IP goals.


The Individual Planning Process
Organize the IP meeting
Determine Participants
Create an agenda
Gather Information
Select Environments
Conduct Inventory of environment
Conduct an Individual Inventory
Set Goals & Objectives
Assess Individual's Progress

Organizing the IP Meeting

Format

Lecture and discussion

Time

Approximately 10 Minutes

Materials

Overhead 8 and 9
Writing board or flip chart

Objectives

Upon completion of this section, students should be able to:

2.0 Identify the critical factors in organizing a meeting to develop an Individual Plan.

2.1 Develop a list of individuals who should or could be invited to a meeting to begin to develop an Individual Plan.

Notes

In this section, we will discuss the people who will be involved in the development of an Individual Plan.

1. Have each student make a list of the people whom they think should be involved in this process. The list can include anyone from the neighborhood mail carrier to the individual's parents.

2. When the list is completed, they should then put the names into two different groups. One group will include those people who must participate because of the law or logistical needs. The other list will include people who are not critical, but may also offer some required information.

3. Note the first stage of the IP is organizing the Individual Plan meeting.

Section F: Content

This section has been developed to help students understand how to organize an IP planning meeting.

In order to begin to decide what to teach, we need to meet with the family members, residential support staff and with day program personnel, to come up with ideas on the range of appropriate environments in which a person might participate, if he or she had the skills necessary to do so.

The suggestions and preferences of all significant people in an individual's life need to considered. At the IP planning meeting you will want to get input from all of these people. Also, do not neglect the individual's interests, even though the person may be unable to tell you directly.

THE INDIVIDUAL'S CASE MANAGER IS RESPONSIBLE FOR:

1. Organizing the initial and follow up meetings to discuss the development of the IP plan.

2. To assure the development of the IP.

3. To sign off on the IP.

The case manager should have the authority as well as the time to contact the significant individuals in the person's life, and to be sure that every effort is made to accommodate their schedules.

PARTICIPANTS: The following people should be invited to participate in the meeting:

1. The individual with a disability.
2. The parent/guardian as appropriate.
3. An advocate.
4. Persons with whom the individual lives.
5. Persons with whom the individual works.
6. Friends and volunteers familiar with the individual.
7. Administrative staff who can sign the plan on behalf of the agency/agencies involved.
8. Support staff (e.g. OT's PT's, Job Coaches) who are or who might be involved with the individual.
9. Staff from agencies previously involved with the individual.
10. The Case Manager

4. Do a flip chart or writing board exercise asking students who, given the purpose of the meeting, should be invited to attend.

Important: Make sure that all categories listed on overhead 8 are written down.

5. Using overhead 9, discuss the agenda for the IP meeting, stressing the reasons for including all items.

Please note: Minnesota Statute Rule 185 defines specific participants and contents for Individual Planning. An outline of these requirements is included in the Appendix of this manual.

You may find that the general description contained in the lecture notes differs in specifics from Minnesota Rule 185. Students and providers should be made aware of Rule 185 requirements and also be informed that specific elements of the Rule are subject to change.

AGENDA: The agenda for the meeting should include at least the following items:

1. Development of an initial list identifying the individual's strengths, needs, interests, routines and environments to be addressed in the assessment stage of the IP process.

2. Assignment of responsibilities in assessment: e.g. who will perform the Individual Inventories, who will develop the report, who will present the results and develop the initial goals and objectives.

3. Setting of timeline for production of reports and implementation of IP.

MINNESOTA RULE 185 SPECIFIES:

1. That the following individuals must participate in the Individual Planning meetings:

   a. The individual with a disability.

   b. The individual's legal representative

   c. The individual's case manager

   d. An advocate, if any, for the individual

   e. Representatives of all providers of services authorized in the Individual Service Plan.

2. That the following areas must be addressed in the Individual Plan:

   a. Medical status
   b. On-going health care needs
   c. Physical development
   d. Intellectual functioning
   e. Social skills
   f. Self-care skills
   g. Communication skills
   h. Community living skills
   i. Vocational skills
   j. Physical and social environments
   k. Legal representation.

3. The Individual Plan to include the following:

   a. Short-term objectives/annual goals

   b. Methodology

   c. Provider's employee responsible for services

   d. Measurable behavior criteria of attainment

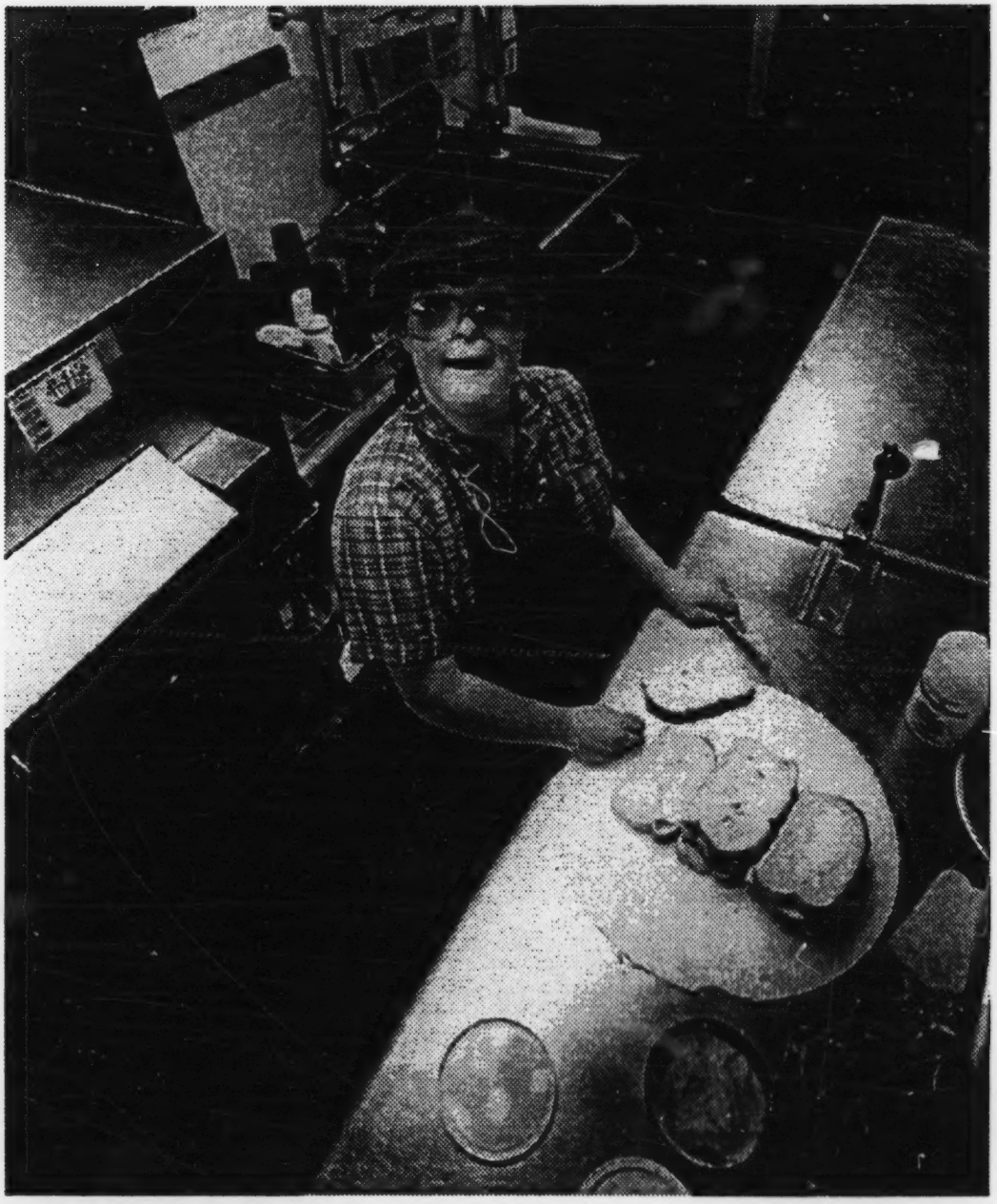
   e. Frequency with which services will be provided

   f. Projected starting and completion dates for each objective

   g. Resources needed to implement the plan (i.e. special equipment, staff, training, etc.)

   h. Frequency with which providers will submit reports and minimum frequency at which case manager will monitor services.

   i. Signatures, including the individual's and/or the individual's legal representative.



Section G

Selecting Environments to Inventory

Format

Lecture

Time

Approximately 10 Minutes

Materials

Overhead 10, 11, 12, and 13
Handout 1 – Checklist for selecting environment

Objectives

Upon completion of this section, students should be able to:

3.0 Conduct an inventory of at least one community environment in which an individual can or could actively participate.

3.1 Develop a list of potential settings to inventory and give a rationale for why these environments were chosen.

Section G: Content

The goal of this section is to teach students how to conduct an inventory of a community environment in which individuals might participate and to develop a list of settings to inventory.

DAILY LIVING: The planning team begins to develop ideas for Individualized Plans by looking at the individual's entire daily life.

The team will need to consider the development of individual goals in terms of the person's home environment (because everyone has to live some place); work settings, (because our society respects those who contribute in some way), recreation (because many people do nothing when they have

nothing to do) and community settings (because the individuals won't be prepared to participate in these environments unless we help to prepare them).

Many people with disabilities have been denied important opportunities to learn the communication and social skills necessary for some everyday activities.

These are areas which should be highlighted in developing goals for the IP. Communication and social goals can be general as well as specific to particular environmental needs.

For example, a person may only need to wait in line and point to food in a "cafeteria style" restaurant but may need a word or sign in many other situations.

Notes

1. Using overhead 10, point out that the first step of stage two – Ecological Inventory Strategy: Gathering Information About a Person's Abilities – is to select which environments to inventory.

2. Discuss the daily living environments as most likely environments.

3. Using overheads 11, 12 and 13, review the questions and considerations in choosing environments to inventory.

4. Distribute the handout 1, "Checklist for Selecting Environment" which is comprised of these questions.

QUESTIONS/CONSIDERATIONS IN CHOOSING ENVIRONMENTS TO INVENTORY:

There are numerous possibilities to choose from when determining appropriate goals for an individual. The following is a list of questions to ask when initially choosing environments as possible teaching sites for daily living skills:

a. How are same age individuals without disabilities spending their time and where?

b. Will this activity reduce the differences between individuals with disabilities and those without disabilities?

c. Will this activity/skill give the person more options/opportunities in more environments?

d. Will this activity promote greater independence?

e. What options are available in the immediate community?

f. Are there opportunities to teach many skills in this environment?

g. Are there activities that are appropriate for the age of the individual?

h. Are the areas accessible, i.e. ramps, elevators?

i. Are the skills needed here common to those needed in other settings?

j. Is the environment frequently used by the person/others?

k. Is the environment preferred by the person/others?

l. Is the environment used frequently by individuals without disabilities?

m. Is there reasonable travel access by walking, taking the bus or driving?

n. What expenses are required in this setting?

o. Is the time needed to get from one setting to another reasonable?

p. What is the staff availability and need for this environment?

q. What other scheduling issues are raised by choosing this environment?

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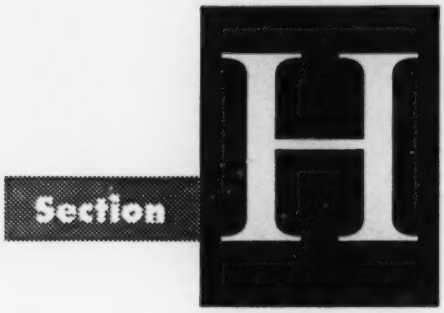


Small Group Exercise

Format

Small Group Activity

Time

Approximately 20 Minutes

Objectives

Upon completion of this section, students should be able to:

3.0 Conduct an inventory of at least one community environment in which an individual can or could actively participate.

3.1 Develop a list of potential settings to inventory and give a rationale for why these environments were chosen.

Notes

1. Divide the students into groups of three to five individuals. If the class includes students who work together, group them together.

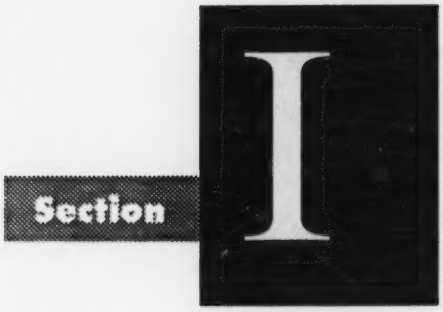
2. Give the students 10 minutes to generate a list of possible environments and sub-environments that would be appropriate for a particular individual they know or work with.

3. Ask the groups to list the environments and sub-environments they came up with. Comment as appropriate on the lists.

Review the importance of identifying the appropriate environments on which to build an IP. If possible, provide a list of environments that should be mentioned and encourage students to think in terms of the sub-environments that go along with each environment.

Section H: Content

The goal of this section is to teach students how to conduct an inventory of a community environment in which people might participate and to develop a list of settings to inventory.



Conducting a General Inventory

Format

Large group exercise and discussion

Time

Approximately 120 Minutes

Materials

Overheads 14, 15 and 16
Handouts 2, 3, 4
Materials for the environment activity
Optional – Video camera and tape

Objectives

Upon completion of this section, students should be able to:

3.0 Conduct an inventory of at least one community environment in which an individual can or could actively participate.

3.2 Assess the skills necessary to participate independently in that environment in the manner of an individual who is not disabled.

3.3 Identify the clues and materials which ordinary citizens use to succeed in that environment.

3.4 Identify the feedback, if any, which is provided by that environment or subsection of that environment to enable ordinary citizens to alter what they are doing if they are making a mistake.

3.5 Identify the consequences of correctly or incorrectly performing various functions in the environment or subsection of the environment.

3.6 Identify the communication needed by an ordinary citizen to succeed in that environment.

Section I: Content

The goal of this section is to help students understand how to conduct an inventory of an environment and to assess the skills necessary to participate in that environment.

INTRODUCTION:

The purpose of conducting the General Inventory is to determine the amount and type of information you will want to gather from that environment.

For example, if the purpose for conducting an inventory is to determine if a place could be a possible job site for one or more individuals, you may decide that, initially, you will gather only general information about the overall environment by concentrating on identification of the major job activities possible in this setting. However, if it has already been determined by the planning team that the local grocery store will be used as a place for a particular person to learn how to purchase groceries for the group home, a more detailed level of information will be necessary when conducting this inventory.

Thus, when you have selected an environment (i.e. local grocery store) to be used as an instructional setting, get as much information as possible for the initial General Inventory procedure.

In conducting the General Inventory, we need to learn what a person without a disability does to succeed in a given environment. At this point we are not looking at this activity in terms of a

Notes

1. Introduce the General Inventory and its purpose. Stress the results that can be achieved by doing an Inventory.

2. Hand out a blank General Inventory form (handout 2) to each student.

3. Explain that, in this section, they will inventory an environment. Allow 5 minutes to distribute the materials and to give your explanation.

particular individual's abilities. Rather, first we want to know what most typical people do; what cues they follow, how consistent are the cues they rely on, etc.

Look at the sequence and performance of skills needed to be successful in using this environment. Start by observing and recording the skills from the point of entry into the environment and continue until the sequence is completed when the individual leaves the setting.

NOTE: The sample General Inventory should be duplicated and reviewed with students to use as a model when they do their own inventories.

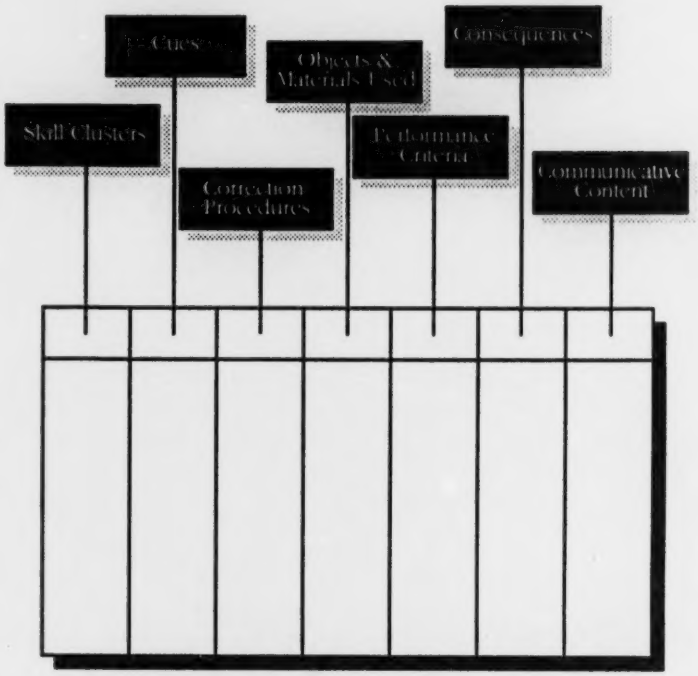
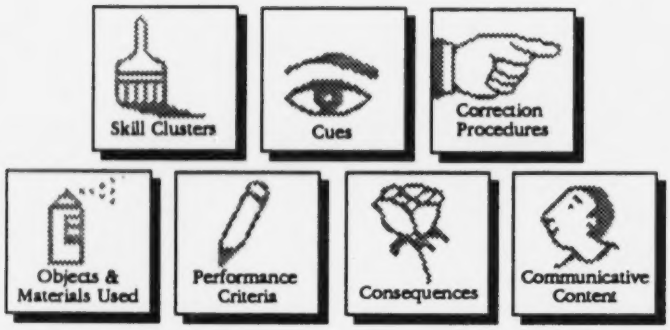


DIAGRAM OF A GENERAL INVENTORY FORM

DESCRIPTION OF
GENERAL INVENTORY COMPONENTS:



1. SKILL CLUSTERS: In the general inventory it is only necessary to look at groups of skills known as "skill clusters." Later, if you decide to teach a sequence of skills you might need to break the group of skills down into individual tasks – a process known as "task analysis." However, it is not necessary at this time.

For example, for now, under skill clusters, you might put "locate the cleaning supplies." Later you might break that skill cluster down into individual tasks such as open the cupboard, lift the broom, etc.

2. CUES: The observer needs to determine what the natural cues, signs, signals (i.e. clerk standing in open check out lane) are available for each of the skill clusters required in the sequence.

3. CORRECTION PROCEDURES: What happens if the response is incorrect? Is there a correction procedure (e.g. a clerk calls you over to the open check out lane if you are waiting in a closed lane)?

4. Go over the General Inventory components included in the form in detail.

5. Use the content provided and overheads 14,15 and 16 for this preliminary explanation. Allow 15 minutes for this review.

4. OBJECTS/MATERIALS USED: Are materials needed such as a tray, doorbell, broom or light switch? These can be listed under the Objects/Materials column.

5. PERFORMANCE CRITERIA: The real world supplies natural standards, so it is often easier to determine success in natural settings rather than in artificial settings with artificial tasks.

   For example, people may have only 45 seconds to determine if they are going on the right bus (SPEED); or they may have plenty of time to gather their lettuce from the salad bar making sure it gets in the bowl (PROXIMITY); or they can spend lots of time deciding on a soft drink, but must choose the appropriate coins and the proper buttons to get what they want (ACCURACY).

   When you do a General Inventory you want to determine what standard is important for success. Sometimes it's speed; accuracy; sometimes it's proximity/distance or some other criteria. We all strive to meet these standards every day without even realizing it.

6. CONSEQUENCES: Is there a consequence (not necessarily a correction). For example, if you try to push in the "out" door, the door won't open. If you point to the cake, the cafeteria worker puts it on your tray. This information can go under the consequence section.

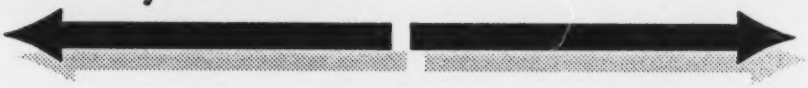
7. COMMUNICATIVE CONTENT: What kind of communication is required? This information can be put under the communicative content column.

Specific Performance Criteria

Speed

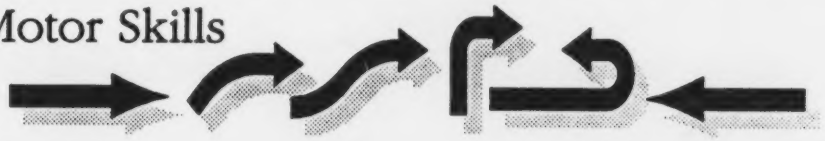
Accuracy

Proximity/Distance



Social Behavior

Motor Skills



6. Using a previously set up "environment or activity" in the classroom, have one student perform the activity in the environment. As the student performs the activity, ask the others to record the information on the form.

Allow 30 minutes for this exercise.

Important:

To be effective, you must develop an environment and activity that can be created with ease in your classroom while providing your students with an opportunity to fill out the form.

SPECIFIC PERFORMANCE CRITERIA TO CONSIDER:

1. SPEED: Does a person have only limited time to perform the actions, give an answer, etc? What happens if you are too slow or too fast?

2. ACCURACY: Must an action or response be exact? How accurate does it have to be to be successful?

3. PROXIMITY/DISTANCE: Sometimes distance is critical. You might have to be within four feet of a bus stop for a driver to stop or within two feet of a counter before you're asked for your order in a restaurant.

4. SOCIAL BEHAVIOR: Do you have to wait your turn, sit quietly on a bus or speak quietly as in a library?

5. MOTOR SKILLS: Any complicated motor skills required? Some actions require special skills such as getting one's own beverage from a machine, putting coins in a slot, moving salad from a large bowl into a smaller one or signaling a bus driver before you want to get off. These kinds of activity may require specific motor planning, speed, accuracy and proximity or combination of these.

The activity you use as an example should be typical of the kind of activity with which an individual with a disability might be trained to deal or function within.

Examples might include:

A. Moving chairs to sweep or vacuum: Classroom desks or tables could be used. Move chairs and rearrange in a specific pattern, like might be done in a meeting room.

B. Creating a Kit: Use books, note pads, pencils and other common objects from the classroom and a box. The critical element in this example is to place the objects in the box in a pre-determined order to simulate the activity of assembling materials in a work environment.

C. Cleaning up and setting tables: Using objects like salt and pepper shakers, set up a series of 2-3 tables to be cleared and wiped with a cloth or sponge, and reset, like it would be done in a restaurant.

D. Playing a tape: Using a boom box and selection of tapes, select a specific song and play it.

Alternative Activities: If time and facilities allow, you may want to consider taking your class to an environment outside your classroom. Or, if you have access to a video camera and recorder, you may also want to consider shooting your own videotape of a non-disabled person performing the task in the environment.

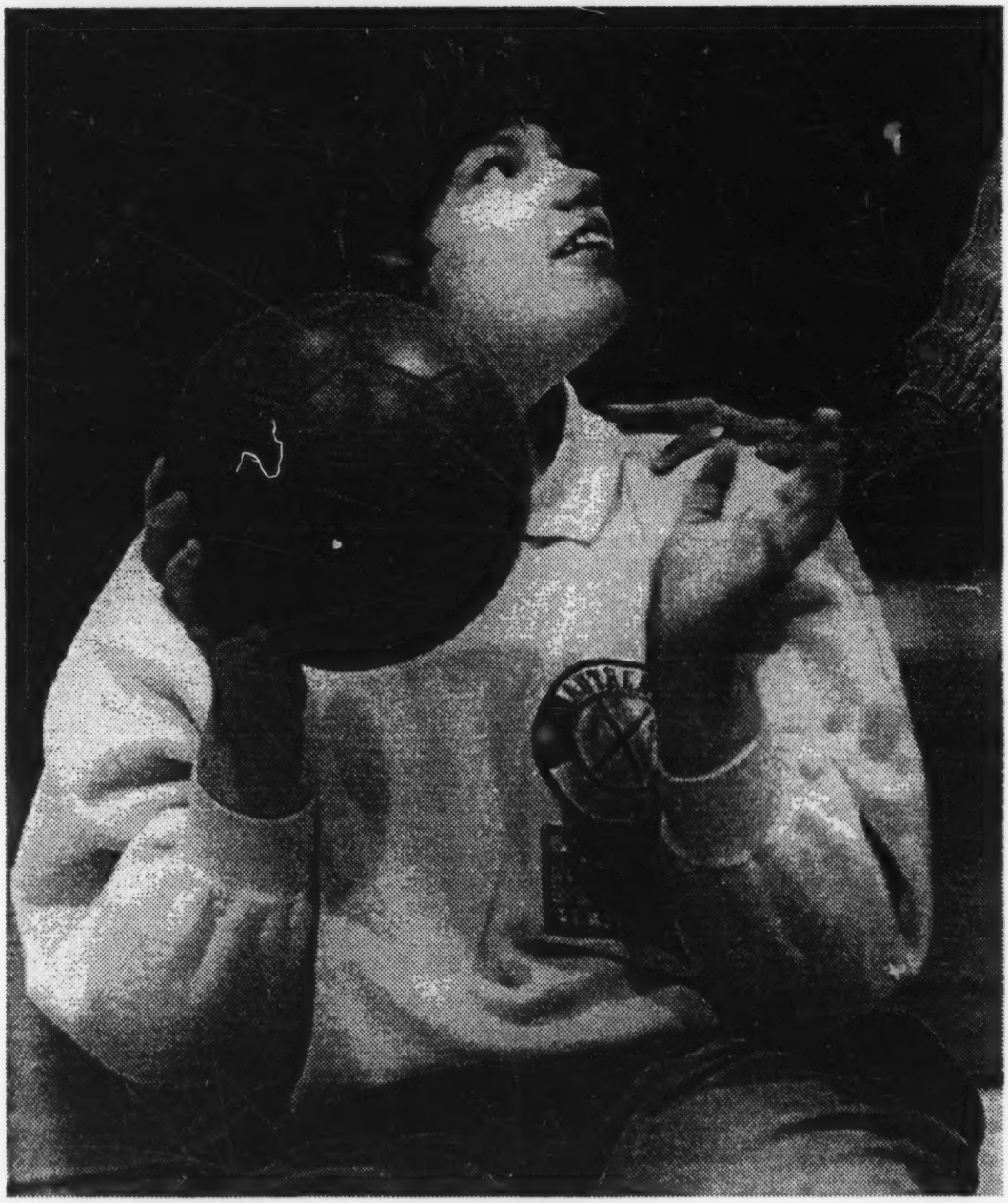
7. When the inventories have been completed, go through each component again and ask the students to report what they recorded.

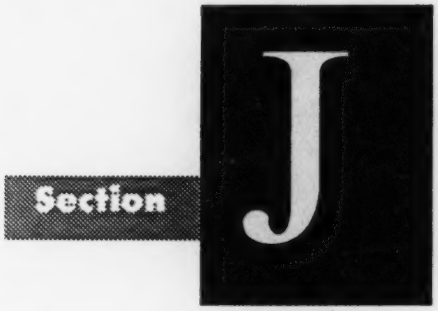
Write the responses on a writing board, flip chart or on an overhead transparency of the General Inventory form. If your students missed anything, ask them to review what they just observed and complete their inventory.

Allow 45 minutes for this portion of the exercise.

8. Hand out to each student a copy of the two "Sample General Inventory."(handouts 3 and 4) Review each of the components as another example of a General Inventory.

Allow 15 minutes for this review.





Summary and Closing

Format

Lecture

Time

Approximately 15 Minutes

Materials

Handout 2

Blank General Inventory forms

Copies of Session 1 Overheads for Each Student

Notes

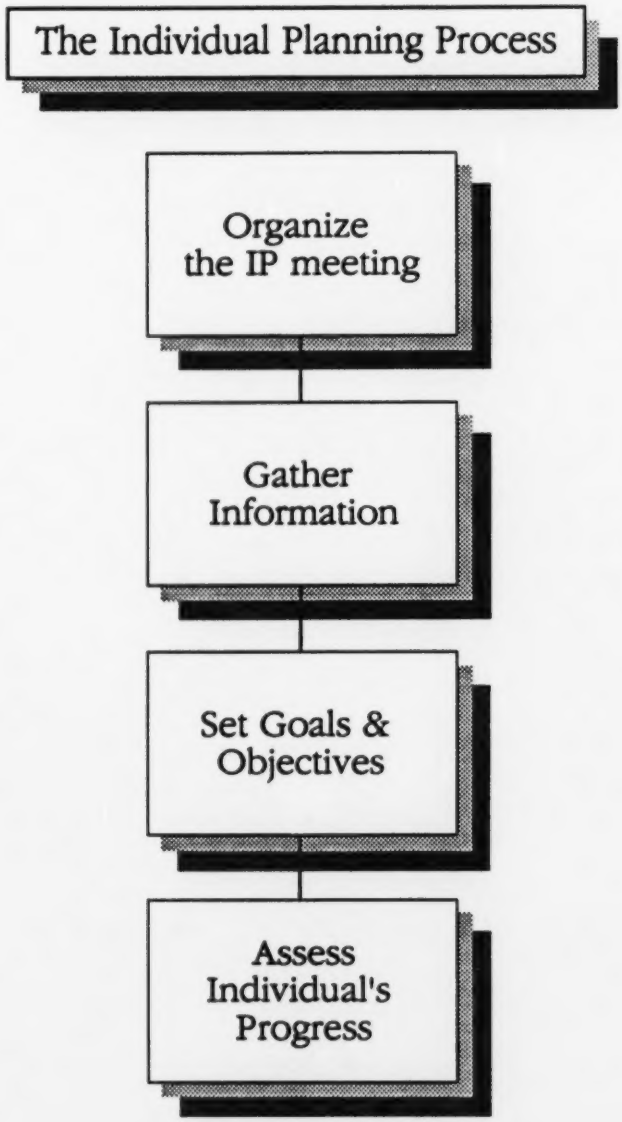
1. Review the main points presented in the first nine sections, including the four stages and steps involved in preparing an Individual Plan.

2. If this class is to be adjourned and meet at a later date for Session 2, hand out another copy of the General Inventory form (handout 2).

Instruct students to pick an environment and to complete a General Inventory before the next session. Remind them to bring the completed form to the next session, along with all of their other class materials.

Section J: Content

This section has been developed to bring the first half of the session to a close with a review of the material covered in the previous sections



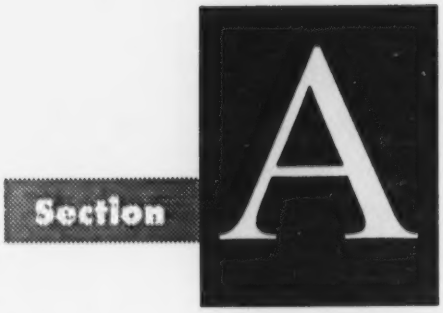
3. If the class will continue after a break, hand out another copy of the General Inventory Form (handout 2). Ask the students to pick an environment and to complete a General Inventory of it as a helpful exercise after the class is over.

You may wish to have the students mail in the completed General Inventory so that you may provide a critique and return it to the students by mail.

4. Hand out copies of all overheads and any other handouts from Session 1 to students.

Planning

Session 2. Notes and Content



Introduction to Session 2

Format

Lecture

Time

15 Minutes

Materials

None

Notes

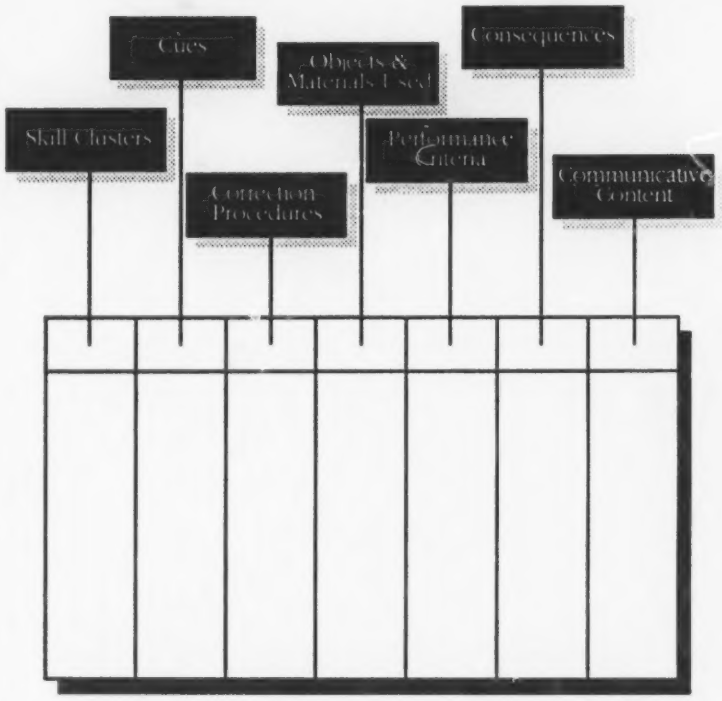
1. If this session is held at a later date than Session 1, ask the students for questions and comments on their homework.

2. Review the main points presented in Session 1, including the stages and steps of the Individual Planning process. Use overhead 7 to review the stages of the IP process.

3. Briefly explain what Session 2 will include.

Section A: Content

This section is designed to introduce the second half of the course contents and to provide a review of the information covered in the first half of the program.



CONDUCTING A GENERAL INVENTORY

Section B

Conducting an Individual Inventory

Format

Lecture

Time

Approximately 10 Minutes

Materials

Overheads 17, 18

Handouts 6 and 7

Objectives

Upon completion of this section, students should be able to:

4.0 Identify the abilities and difficulties of one person in at least one community environment as compared to the abilities a person without a disability needs to succeed in that environment.

Notes

1. Display an overhead transparency version of the Individual Inventory form (overhead 17) and explain the process and each item on the form. Focus on the performance analysis aspect of the process and how it is used to create the Individual Plan.

Section B: Content

This section has been developed to help students ascertain the abilities and difficulties a person with disabilities may have in a community environment.

Conduct Individual Inventory

Once you have completed the general inventory information, you can begin to conduct Individual Inventories in order to learn what people actually can and cannot do in these same environments. Begin by recording all of the skills/steps under Skill Clusters from the General Inventory forms.

PERFORMANCE: Once you have completed the Skill Clusters section, take the individual into the same environments and see how the person does. It is very important to give the person sufficient time to succeed at each step. Do not interfere unless you are sure that a problem could cause embarrassment or the situation might become dangerous. You may be surprised at how well many people with disabilities do. You may also be surprised to see how little they can complete independently, even some things you thought they could do without help.

Keep track of whether or not the person performs the skill or whether the person needs your help. Record what happens under Performance (+, -) and Assistance columns.

While you are going through the inventory you might think of something you could change in the situation which would help this person learn to do it more appropriately and record this information in the Possible Adaptations/Comments column. Don't change anything at this time, but write it down for future reference.

2. Display overhead 18 and discuss the purpose of performance analysis.

PERFORMANCE ANALYSIS: A comparison of the performance of people with and without disabilities. The performance analysis serves several purposes:

- Helps in the development of functional goals for a given individual.
- Examines difference between skills identified in the community and people's abilities to perform those skills.
- Directs staff to observe and analyze the characteristics of a particular skill. Also the specific difficulties the individual has in performing that skill.

Example: The individual may have the motor skills needed to clear and wash a table, but is unable to judge clean versus dirty.

The process of completing inventories will tell you a lot about how individuals with disabilities do in a variety of environments. After you have done a number of these you will begin to make decisions about whether or not you want to use a particular environment or activity as a part of an individual's plan.

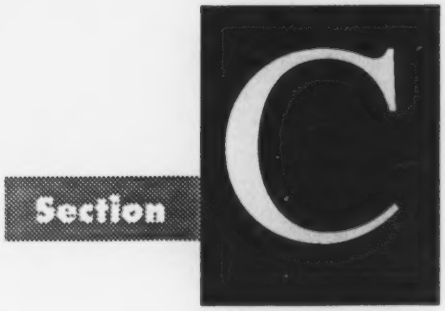
A major step in that decision making process is to determine whether or not the skills as performed by a non-disabled person are likely to be acquired by the individual with disabilities. Ask:

> "How did the individual do?"
>
> "How different was the performance from what others are able to do?"
>
> "How reasonable is it to expect that the person will learn it?"

The answers to these kinds of questions will help you begin to analyze the differences (if any), between a specific person's performance and the way the activities are typically performed. This analysis is a way of looking at the situation to determine whether the skill is likely to be learned within a reasonable period of time, whether the situation could be changed a bit to make it easier, and whether you will decide to teach something else at this point in time.

3. Distribute handouts 6 and 7 as examples of how to fill out an Individual Inventory form.

The examples on the handouts show the differences between how a young man with a disability and a college student the same age without a disability washed tables and vacuumed floors in a restaurant.



Individual Inventory Activity

Format

Large Group Exercise

Time

Approximately 50 Minutes

Materials

Handout 5,

"Activity" Video Tape

Videotape Player and Monitor

Objectives

Upon completion of this section, students should be able to:

4.0 Identify the abilities and difficulties of one person in at least one community environment as compared to the abilities a person without disabilities needs to succeed in that environment.

4.1 Take an individual to that environment and identify what the person can or cannot do as compared to that list.

4.2 List the assistance needs of the individual as he or she performs in the environment.

4.3 Assess and offer only as much assistance as is necessary to avoid a dangerous or truly embarrassing or totally unsuccessful situation for the individual or the other people in that environment.

4.4 List the difference between the performance of the individual and the person without disabilities in that environment.

5.0 Analyze the differences between the performance of a person with disabilities and a person with or without disabilities in one community environment.

5.1 Compare the performance of the individual with a disability and a person without a disability.

5.2 Develop a list of at least three changes (adaptations) that could be made to enable the individual to succeed in that environment or subsection of the environment with maximum independence.

5.3 Determine, on the basis of that list and other considerations about the individual, whether or not this is a reasonable environment in which to teach this person.

Notes

1. Hand out to each student a blank Individual Inventory form (handout 5) and explain the activity.

Allow 5 minutes for this step.

2. Show the videotape. This tape demonstrates an individual with a disability performing an activity within a community environment. If it is not possible to use the tape, the instructor should perform the activity in the classroom, playing the role of an individual with a disability.

3. As the videotape is playing or as the instructor is acting out the role of the person with a disability, have the students fill out the first two columns – skill clusters and performance – of the form.

Allow 20 minutes for steps 2 and 3.

4. As a large group, fill out one Individual Inventory form (handout 5) using input from the individual forms completed by each student. Encourage students to fill in any additional information on their own forms that is brought up in this discussion.

5. As a group, complete the remaining two columns of the Individual Inventory form – assistance and possible adaptations/comments.

Encourage the students to come up with the information to include. Whenever possible, stress the importance of the inventory information.

Allow 25 minutes for this discussion.

Section C: Content

The goal of this section is to help students identify the abilities and difficulties of individuals with disabilities in a community environment as compared with a person without disabilities.

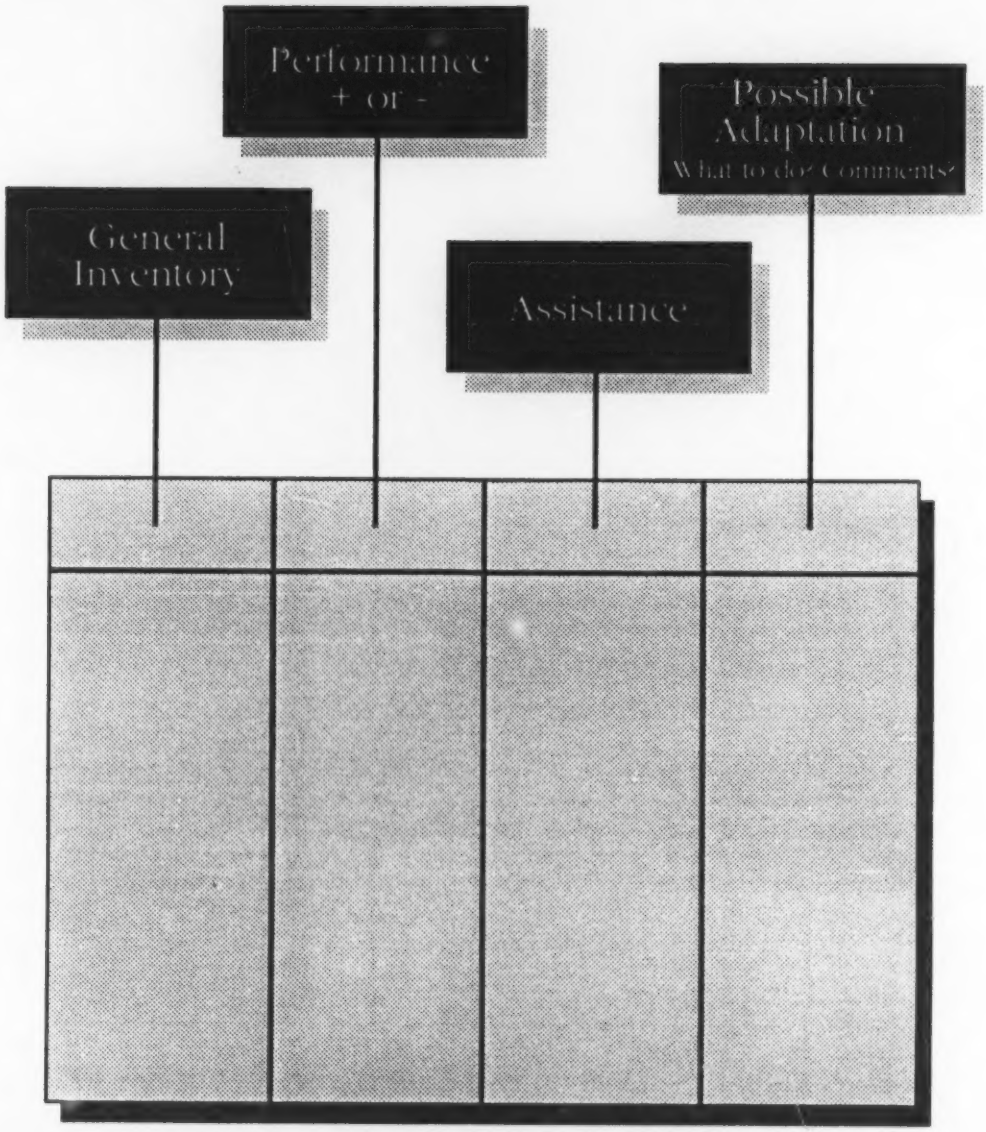


DIAGRAM OF AN INDIVIDUAL INVENTORY FORM

Section D

Overview of Stage Three

Format

Lecture

Time

Approximately 10 Minutes

Materials

None

Objectives

Upon completion of this section, students should be able to:

6.0 Develop at least two goals and three objectives related to a particular community environment for an individualized plan (IP) based on these inventories.

Notes

1. Using the content provided, introduce goal setting and its purpose.

Section D: Content

This section has been developed to help students understand how to set goals and objectives for an IP.

Once you have conducted the inventories and completed the performance analyses, the planning team can begin the process of setting priorities on what the individual will be taught.

The inventories and analyses do not tell you what to teach, only what a person can presently do. Certainly, the suggestions and preferences of all the significant people in the individual's life need to be considered. However, do not neglect the interests of the individual, in particular.

Additionally, in setting priorities, it is important to concentrate on the abilities and skills the person demonstrates and not only on deficits. Thus, care will need to be taken in planning so that an entire day is not spent working solely on improving deficits. Some time will need to be spent on activities the individual is already competent at performing and enjoys.

Priorities and Considerations

Format

Large Group Discussion

Time

Approximately 30 Minutes

Materials

Flip chart or writing board
Overheads 19, 20, 21, 22, 23, 24, and 25

Objectives

Upon completion of this section, students should be able to:

6.0 Develop at least two goals and three objectives related to a particular community environment for an individualized plan (IP) based on these inventories.

6.1 List at least three reasons why this individual will need to learn the skills noted in the goals/objectives in the manner stated.

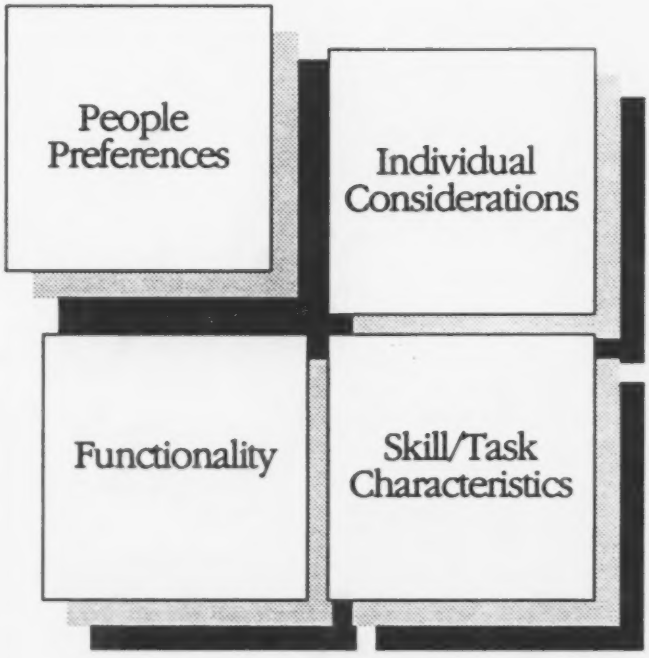
Notes

1. Using overhead 19, discuss the priorities and issues to consider by asking students to offer their suggestions. Write all suggestions on a flip chart or writing board. Make sure, at the end of this step, all priorities and considerations included in the course are noted. Give examples as much as possible and ask students to give examples from their own experience.

Section E: Content

This section has been developed to help students understand how to develop goals and objectives for IPs.

PRIORITIES/ISSUES IN DETERMINING GOALS AND OBJECTIVES



1. People Preferences

Certainly, the suggestions and preferences of all the significant people in an individual's life need to be considered. At the IP planning meeting you will want to get input from all these people. And, include priorities of other learners because most learners are in some kind of group setting, class, work site or residence for part of the day.

Therefore, an important issue to be addressed in setting priorities is to note what are the needs of the others in the group. It is unrealistic to think the needs of other individuals do not affect the priorities for any individual member of the group.

Perhaps if this fact is stated explicitly, care will be taken to ensure that no priorities are neglected routinely or given lesser attention.

A. Parent/Guardian
B. The Individual
C. Representatives of all providers of services
D. Support Staff including Occupational and Physical Therapists
E. Administrative considerations (including regulatory requirements)

2. Individual Considerations

Consider exactly what should be emphasized for the individual at this time. Ask questions such as:

"Does learning this build on strengths as well as meet needs?" For example, if the person is very social and likes interacting with store clerks but does not make decisions very quickly, this will

affect the choices to emphasize. It might cause us to work on the skills required to order food in a restaurant rather than those to get shoes shined.

A. Strengths/needs of this individual
B. Learning characteristics

1. Motivation
2. Learning style
3. Learning rate
4. Tolerance of change, confusion, chaos
5. Generalization

a) Ability to respond to natural cues
b) Cues to which the individual does not respond
c) Instructor cues to which the individual responds
d) Self-initiated cues to which the individual responds

6. Kinds of responses given by the individual

a) Correct/Incorrect
b) Conventional/Unconventional
c) Timely/Delayed
d) Proximity
e) Quality

7. Where does the individual get confused in a given sequence or activity?

a. Across a variety of sequences and tasks:
   - Structured versus non- or less structured
   - Group versus individual; Independent versus directed.

b. What patterns emerge?
   - New environment
   - New materials

- Change in routine
- Length of activity
- Cues
- Asking for help
- Specific skills

3. Functionality

A. Age of individual
B. Age appropriateness
C. Number of environments in which skill can be used
D. Number of occurrences
E. Does someone have to do it?
F. How does anyone do it?
G. Preparation

4. Skill/Task Characteristics

A. Skill Analysis

1. Skills involved in this task
2. Nature of intellectual processes/concepts
3. Skills needed for and enhanced by this task

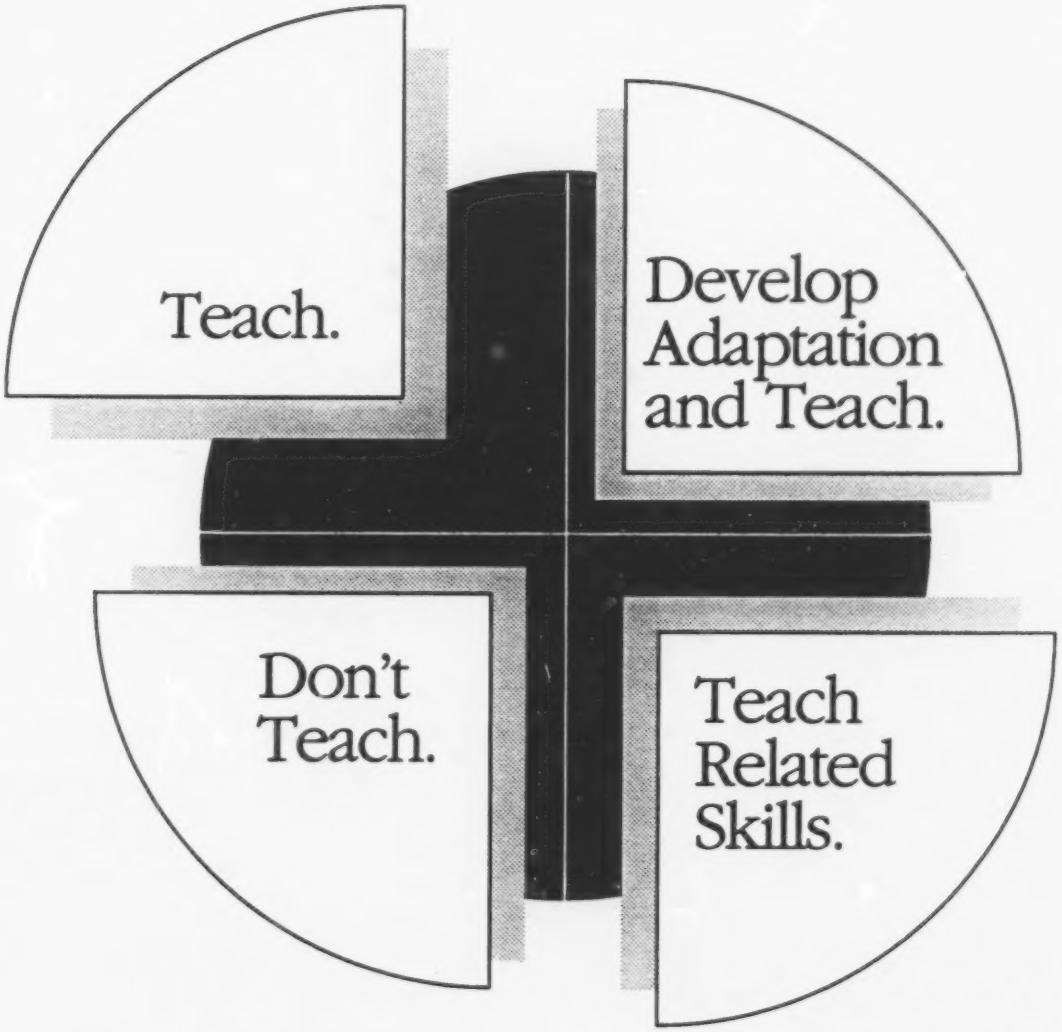
B. Task Integration

1. Capitalize on these skills and those in other programs
2. Re-combine these skills into other more complex skills/processes

C. Maximizing Efficiency

1. Meets largest variety of needs
2. Makes maximal use of strengths
3. Opportunities for practice

OPTIONS TO CONSIDER
IF INDIVIDUAL IS UNABLE TO PERFORM SKILLS/ACTIVITIES
AS THEY ARE USUALLY PERFORMED:



When an individual is unable to perform any or all of the skills identified in the Individual Inventory, decisions about how to proceed need to be made by the planning team. Usually there is still far more to be taught than there is time available at least initially. There are several options to consider:

1. TEACH THE INDIVIDUAL TO PERFORM THE SKILLS AS THEY ARE TYPICALLY PERFORMED.

For example, Louise was able to order the burger she wanted but did not wait around the counter to be given the hamburger or for her change. The staff decided that she is able to learn this skill and it is worth teaching at this time, because waiting for change or a package is important in so many situations.

2. DEVELOP AN ADAPTATION AND TEACH SKILL USING THE ADAPTATION.

A. Adaptations (Physical prompts, technological devices, altering dress or cosmetic appearance).

For example, Helen waits quietly at the ordering counter but does not hold on to the tray. She drops it on the floor, lets the napkin slide off, etc. The staff can use a physical prompt to help her learn how to hold the tray as she waits for food to be put on it. Gradually the staff can fade out that assistance.

B. Activity Adaptations (Change sequence, method of performance, kind of directions, materials used, etc).

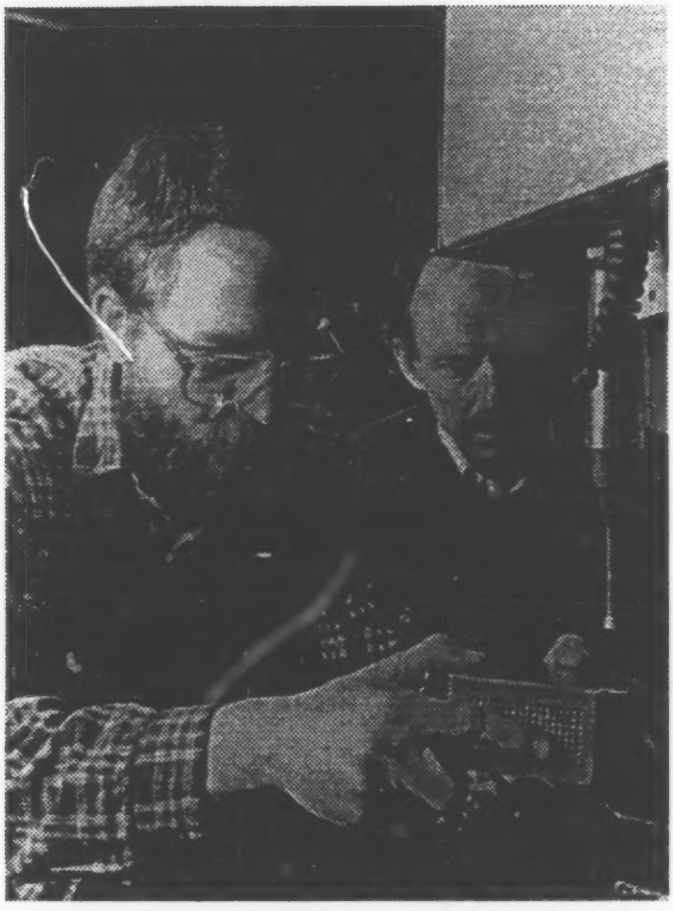
2. Using the content provided and overheads 20 and 21, present four options for finalizing priorities. Give examples of situations where the chosen options would be different.

For example, Mark is able to talk but it is difficult for him to say the words under pressure. Ordering at a fast food restaurant apparently is a pressured situation for him. Therefore, though he probably could learn to say the words quickly enough, staff have decided that they can give him a card which has his order on it. He can learn to hand in the card when the counter person asks him what he wants. If he becomes more relaxed over time, the card can be removed.

John has a similar difficulty in that he takes too long to order. The staff believes he will have difficulty ordering in a busy restaurant because people will become impatient with him and he may be embarrassed. Until he is more comfortable in this kind of situation and until he is able to make choices more spontaneously, he needs an adaptation of the activity. He can choose his food before he gets to the restaurant, by getting a menu from the restaurant and making his choices in advance. Then he can put pictures of what he wants to order in his communication book. Or he can have someone help him write the order down.

C. Environmental Adaptations
(Changes in physical environment or in attitudes of others).

If the restaurant staff becomes impatient or refuses to accommodate the individual, the program staff can meet with them to explain what the program is trying to accomplish and asking the restaurant staff what could be done differently. For example, teaching the individual at a less busy time of day. This can be done without embarrassment to the individual and without any violation of confidentiality.



3. TEACH RELATED SKILLS:

   Unable to use stairs: teach to use a ramp.

   Unable to read address: teach to identify door.

   Unable to request using speech: teach to point.

   Unable to tie laces: teach to use velcro closures.

4. DON'T TEACH AT THIS TIME.

3. Using overheads 22 - 25, present some sample goals and objectives based on the sample performance analysis.

SAMPLE GOALS AND OBJECTIVES

LONG TERM GOAL: Upon arrival at a restaurant, using picture sequence cards, Matthew will obtain the necessary materials needed to clear and wash tables in the dining area and complete all tables within 45 minutes.

SHORT TERM OBJECTIVES:

1A. Staff will clear the tables at this time. Then, given physical prompts and picture cards, Matthew will proceed using a systematic route moving from table to table washing each until five cleared tables are washed.

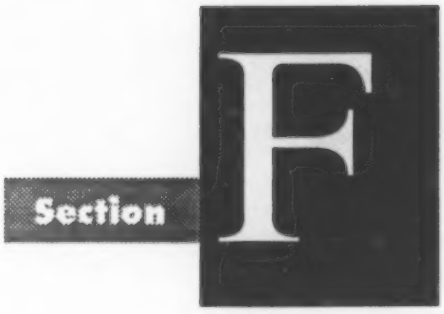
1B. Given a picture representing full shakers, Matthew will compare the shakers in the picture to the ones on the table and determine whether they need to be filled. If so, he will proceed to fill them.

LONG TERM GOAL: Upon completion of cleaning the tables, Matthew will proceed directly to vacuum two entrance rugs using picture sequence cards and will complete the vacuuming within 10 minutes.

SHORT TERM OBJECTIVES:

2A. With the initial use of carpet cleaning powder, Matthew will determine that the carpet is completely clean and he can stop vacuuming when all of the powder is gone.

2B. With physical prompts and demonstration, Matthew will secure the cord around the handle of the vacuum prior to taking it to and from the store room.



Goal Setting Exercise

Format

Small Group Exercise

Time

45 to 60 Minutes

Materials

Three or four case studies involving individual inventories, performance analyses, etc., prepared in advance and ready to hand out to students.

Objectives

Upon completion of this section, students should be able to:

6.0 Develop at least two goals and three objectives related to a particular community environment for an individualized plan (IP) for the individual based on these inventories.

- 6.1 List at least three reasons why this person will need to learn the skills noted in the goals/objectives in the manner stated.
- 6.2 List at least two teaching strategies which will be used to teach these skills in a particular community environment and noting the need to be cautious of using verbal prompts.
- 6.3 List at least one change/adaptation that could be used to assist the individual in learning each of the skills that are essential in the environment.
- 6.4 List the strategies and/or the changes/adaptations to be used to assist the person with any parts of the skill sequence that are not being taught at this time.

Section F: Content

This section has been developed to help students understand the process of and the importance of setting goals and objectives.

Notes

1. Divide the class into small groups of three to five students each.

2. Present a case study of an individual, including individual inventory/performance analysis and as much information as necessary regarding priorities and considerations. Have each group discuss the case study and recommend one of the four options.

3. Have each small group report its recommendation. Evaluate the recommendation and discuss any issues that come up.

4. Repeat steps 2 and 3 with two or three more case studies.

Section G

Overview of Stage Four

Format

Lecture

Time

Approximately 10 Minutes
(adjust time to include video)

Materials

Overheads 26, 27, 28, 29
Optional: "Prompting" Videotape
Videotape player (VCR)

Objectives

Upon completion of this section, students should be able to:

6.5 State how they will evaluate the individual's progress and determine when to changes goals and objectives.

6.6 Identify at least one data collection strategy for assessing the individual's progress.

Notes

1. Using the content provided and overheads 26 - 29 introduce Stage Four of the Individual Planning Process.

Section G: Content

This section has been developed to help students understand how to evaluate an individual's progress toward achieving the goals of the IP.

A critical stage in the development and use of the IP is the evaluation process. Following the implementation of goals and objectives it is necessary to conduct a systematic and ongoing evaluation of the individual's progress in acquiring these skills.

Evaluation data provides the instructor with information regarding several variables related to the individual's progress. Some of these variables include:

1. Whether the individual is actually learning the task:

Amount of assistance currently needed from the instructor.

Type of assistance and/or adaptations (verbal cues, physical prompts, picture cues, etc.) needed from the instructor.

2. The person's ability to respond to natural cues:

Which natural cues in the environment is the person able to respond to?

If the person is unable to respond to the natural cues, how effective is the assistance and/or adaptations being given?

3. Rate at which the individual is learning:

Is the learning rate sufficient given the nature of the task? For example, if progress is very slow but the planning team has determined that it is an important goal for the individual, instruction is likely to continue. However, if progress is very slow and the skill is not considered critical, the planning team may then re-evaluate whether to keep this goal.

Is the learning rate sufficient to maintain the individual's motivation to continue learning the skill?

4. Is there a problem in your teaching?

If you find that progress is not occurring or that it is very slow, it may be because the individual is not being given the right kind of instruction. Make sure that the individual is given enough and the right kind of assistance for the task. Often physical prompts are the easiest to use and the easiest to gradually fade. If possible and appropriate give the assistance from behind the individual so that you do not interfere with the individual's view of the task.

NOTE: Chapters 2-4 of Progress Without Punishment has information on teaching techniques which have been developed for staff training. It is suggested that you review these chapters with the students if you find that they are unfamiliar with such techniques as "fading" and "prompting." Also, a video is available to show to the class, discussing this subject.

Pay particular attention to what kind of help is given when the individual doesn't seem able to do the task. If an individual makes an error, stop where you are and begin again from the beginning of the sequence.

Try to avoid verbal cues with individuals who have poor understanding of verbal communication. There is always a risk that the individual will learn that the instructor's verbal comments are part of the task. An individual with poor communication ability might not know that your verbal cues are an assistance; the individual might not understand the words and think you are always supposed to say something at that point.

For example, if the individual doesn't understand the purpose of wiping off the table, it could be just as easily to teach that one spot on the table should be rubbed until the individual is told to move the cloth and wipe in a different spot.

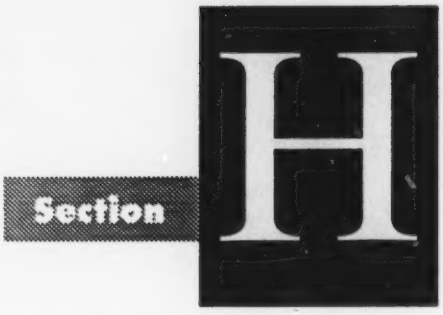
This is one of the reasons that verbal cues are so hard to fade and should be avoided.

Verbal directions which you may not need to fade are OK. So, for example, you might say: "It's dinner time. Set the table please." This would be a verbal direction. However, you would want to avoid verbal cues such as: "First take down the dishes. ...That's right....Now put them on the table,... etc." The individual might be learning that "my job is to take down the dishes and wait until something is said before I do anything else."

Once the task is learned it is OK to talk when the task is being performed. And, of course, staff should always be encouraged to have lots of verbal and other communications when an individual is not learning a new task.

Evaluation data can be used to help the instructor make decisions about when and what type of changes are needed in the goals, objectives, level and type of assistance, and any other instructional strategies specific to the person's needs. On-going data collection also dictates when new goals and objectives need to be determined and implemented.

The frequency with which data is taken is determined generally by the frequency of opportunities the individual has to participate in the particular activity (i.e. daily, a few times per week, once a week). For example, the vocational example, "cleaning tables," represents attendance at a job four times per week. Thus, data collection one time per week would be appropriate to determine relative progress.



Evaluation Role Playing Exercise

Format

Small Group Activity and discussion

Time

Approximately 45 Minutes

Materials

Role play exercises ready to hand out to students

Objectives

Upon completion of this section, students should be able to:

6.5 State how they will evaluate the individual's progress and determine when to changes goals and objectives.

6.6 Identify at least one data collection strategy for assessing progress.

Notes

1. Divide the class into small groups of three to four students each. In each group, one person will play the role of the staff member and the remaining one or two will observe. Provide explicit directions for the roles the "players" will play. The observers will record observations.

2. After the players have completed their "act," the group as a whole will evaluate the "progress toward the goal," applying the variables presented earlier and will make a recommendation from one of the four options.

3. Each group will present its recommendation and explain why. Provide appropriate feedback to guide the students to the correct option or options.

Section H: Content

This section has been developed to help students understand how to evaluate progress toward achieving the goals of the IP.

Evaluating Data for Goals & Objectives

Is the Individual:

Learning the task?

Responding to natural cues?

Rate of learning?

Is there a problem in your teaching?

Summary and Home Work Assignment

Format

Lecture

Time

Approximately 10 Minutes

Materials

Overheads 2, 3, 4 and 7

A complete set of IP worksheets and handouts for each student.

Copies of Session 2 overheads for each student

Copies of Glossary, Additional Activities, References for each student (optional)

Notes

1. Hand out a complete set of IP worksheets and handouts to each student. These handouts should include the checklist for Selecting Environments, General Inventory form, an Individual Inventory form, a copy of all overheads not yet distributed, and a copy of the glossary and/or additional activities and/or references that are included in this manual.

2. Tell the students to complete at least one set of the worksheets. Have them mail them to you when they are done if you wish.

3. Summarize the important points about the IP process, including a review of the four stages of the process, using overheads 2, 3, 4, and 7.

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Overheads

SESSION 1

A. OVERHEAD 1

C. OVERHEADS 2 – 6

E. OVERHEAD 7

F. OVERHEADS 8 – 9

G. OVERHEADS 10 – 13

G. OVERHEADS 14 – 16

SESSION 2

B. OVERHEAD 17 – 18

E. OVERHEADS 19 – 25

G. OVERHEADS 26 – 29

INDIVIDUAL PLANNING COURSE GOALS

1. Recognize the value of developing Individual Plans.

2. Identify the critical factors in organizing a meeting to develop an individual plan.

3. Conduct an inventory of at least one community environment in which an individual can or could actively participate.

4. Identify the abilities and difficulties of one individual in at least one community environment as compared to the abilities a non-disabled citizen needs to succeed in that environment.

5. Analyze the differences between the performance of an individual with disabilities and an ordinary citizen in one community environment.

6. Learn how to develop at least two goals and three objectives for an Individualized Plan (IP) related to an individual in a particular community environment.

7. Actively and meaningfully participate in an Individual Plan team meeting for an individual.

PURPOSE OF THE INDIVIDUAL PLAN

Teach individuals to perform to chronological age appropriate functional skills in natural environments.

INDIVIDUAL PROGRAM DEVELOPMENT

WH Questions

What?

Why?

Where?

When?

ONE WAY TO DETERMINE FUNCTIONALITY:

"If this person doesn't learn to do it, will someone have to do it for him or her?"

THE INDIVIDUALS WE SUPPORT WILL NEVER BE PREPARED IF WE DON'T TEACH THEM THE NECESSARY SKILLS TO DO IT.

What skills are needed to function in certain environments?

What can the individual do currently?

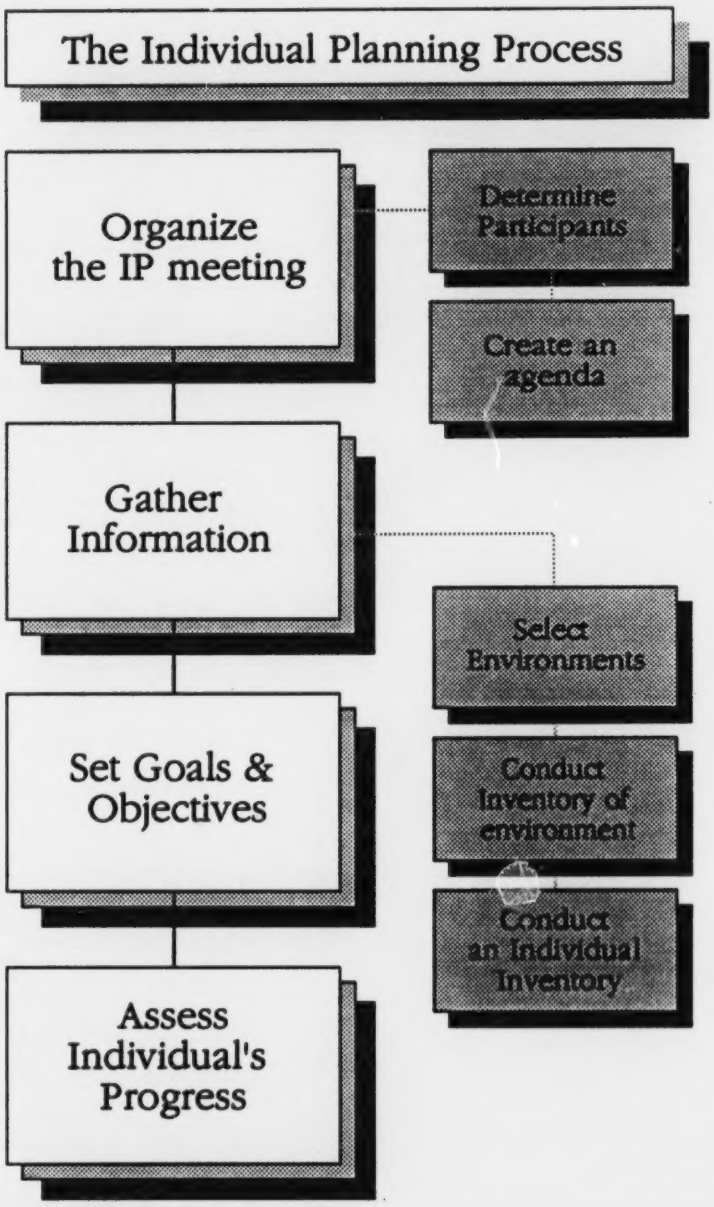
How do we know what the individual knows?

QUESTIONS ABOUT CHRONOLOGICAL AGE APPROPRIATENESS IN DECIDING WHAT TO TEACH:

What are others this age doing?

What will make this individual seem less different from his or her peers?

What activities would enable this individual to interact more with people his or her own age?


The Individual Planning Process
Organize the IP meeting
Determine Participants
Create an agenda
Gather Information
Select Environments
Conduct Inventory of environment
Conduct an Individual Inventory
Set Goals & Objectives
Assess Individual's Progress

POSSIBLE PARTICIPANTS AT IP MEETING:

The Individual
Parents
Guardians
Advocates
Housemates
House Staff
Friends
Relatives
Neighbors
Volunteers
Administrator
Support Staff
Others

AGENDA:

1. Development of initial list of individual's strengths, needs, interests, routines and environments.

2. Assignment of assessment responsibilities:

   A. Inventories
   B. Reports
   C. Presenting results/timelines
   D. Developing initial goals and objectives

AREAS TO ASSESS WHEN DEVELOPING IP GOALS AND OBJECTIVES:

Home environments
Work settings
Recreational settings and activities
Community settings

SOME CONSIDERATIONS IN CHOOSING ENVIRONMENTS TO INVENTORY

a. How are same age individuals without disabilities spending their time?

b. Will this activity reduce the differences between individuals with disabilities and those without?

c. Will this activity/skill give the individual more options and opportunities in more environments?

d. Will this activity promote greater independence?

e. What options are available in the immediate community?

f. Are there opportunities to teach skills in this environment?

g. Are there activities that are appropriate for the age of the individual?

h. Is the place accessible – ramps, elevators, etc.?

i. Are the skills needed here common to those needed in other settings?

j. Is the environment used frequently by the individual and others?

k. Is the environment preferred by the individual and others?

l. Is the environment used frequently by individuals without disabilities?

m. Is there reasonable travel access by walking, taking the bus or driving?

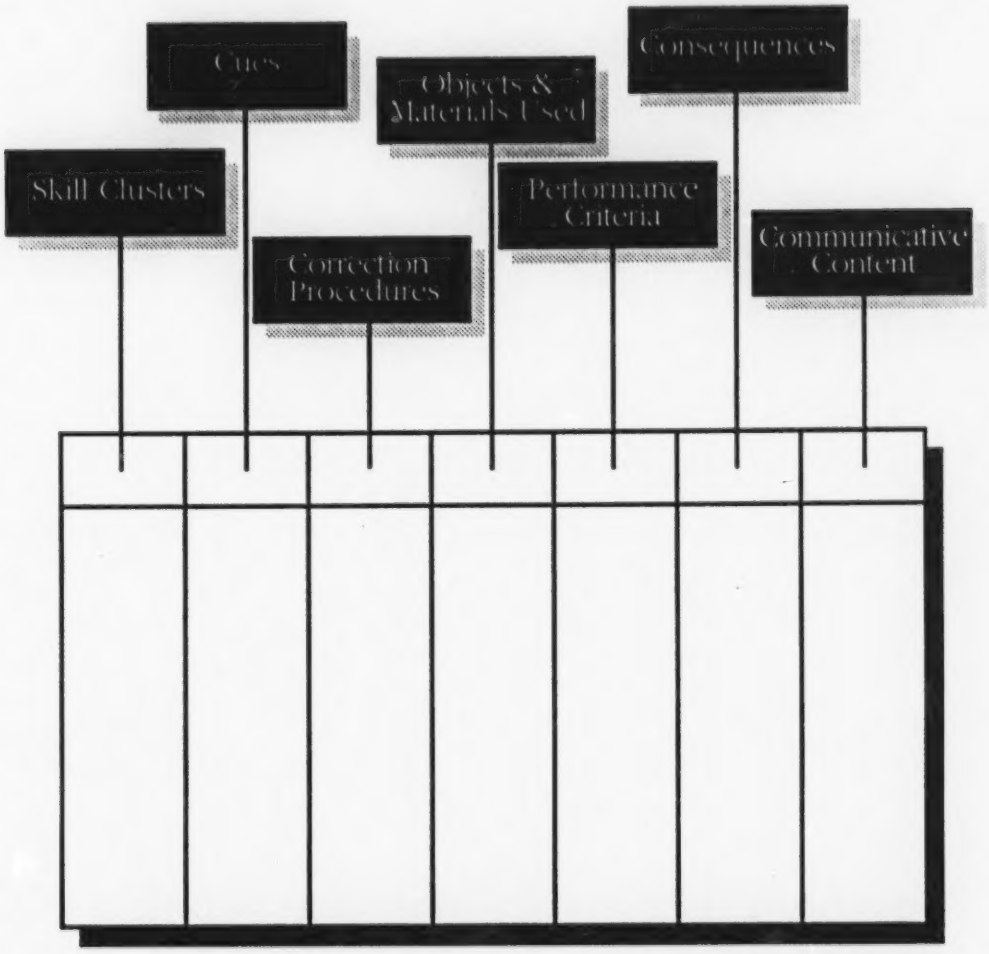
n. What expenses are required for this setting?

o. Is the time needed to get from one setting to another reasonable?

p. What is the staff availability and need in the environment?

q. What other scheduling issues are raised by choosing this environment?

DIAGRAM OF A GENERAL INVENTORY FORM



COMPONENTS OF INVENTORIES

1. Skill Clusters:
   What are the necessary groups of skills to perform?

2. Cues:
   What are the natural cues, signals, signs available?

3. Corrections:
   What happens if actions are incorrect?

4. Objects/Materials Used:
   Are materials necessary? What are they?

5. Performance Criteria:
   What kinds of standards are required?

6. Consequences:
   Is there a consequence to each response?

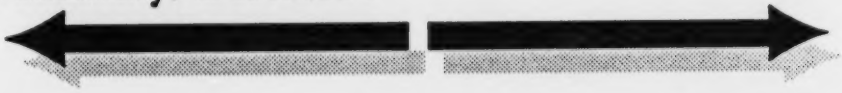
7. Communicative Content:
   What kind of communication is required?

Specific Performance Criteria

Speed

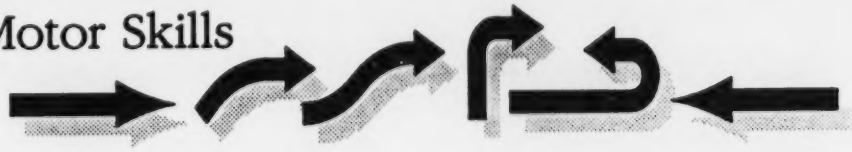
Accuracy

Proximity/Distance

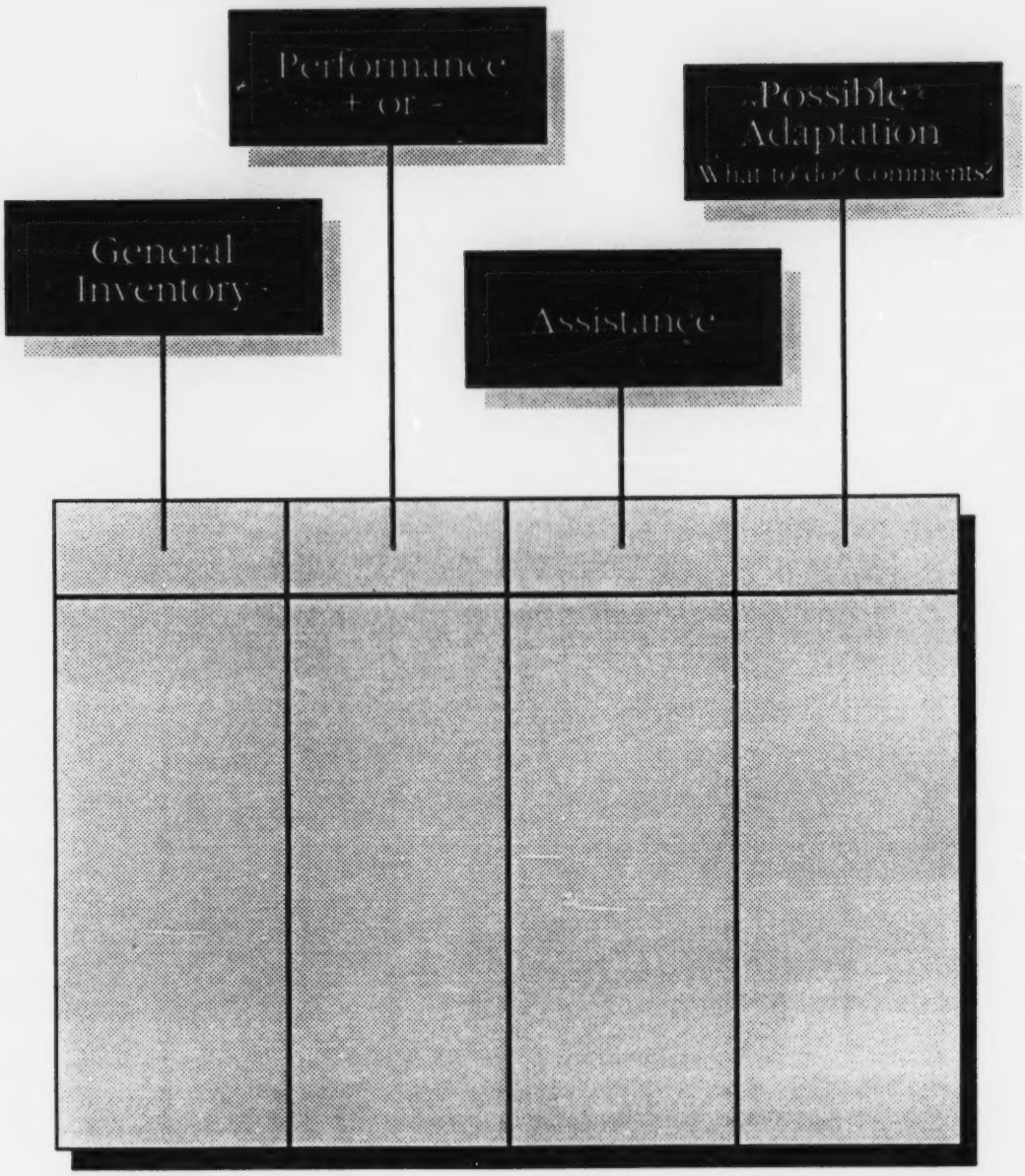


Social Behavior

Motor Skills



INDIVIDUAL INVENTORY FORM



PERFORMANCE ANALYSIS

1. Helps in development of functional goals.

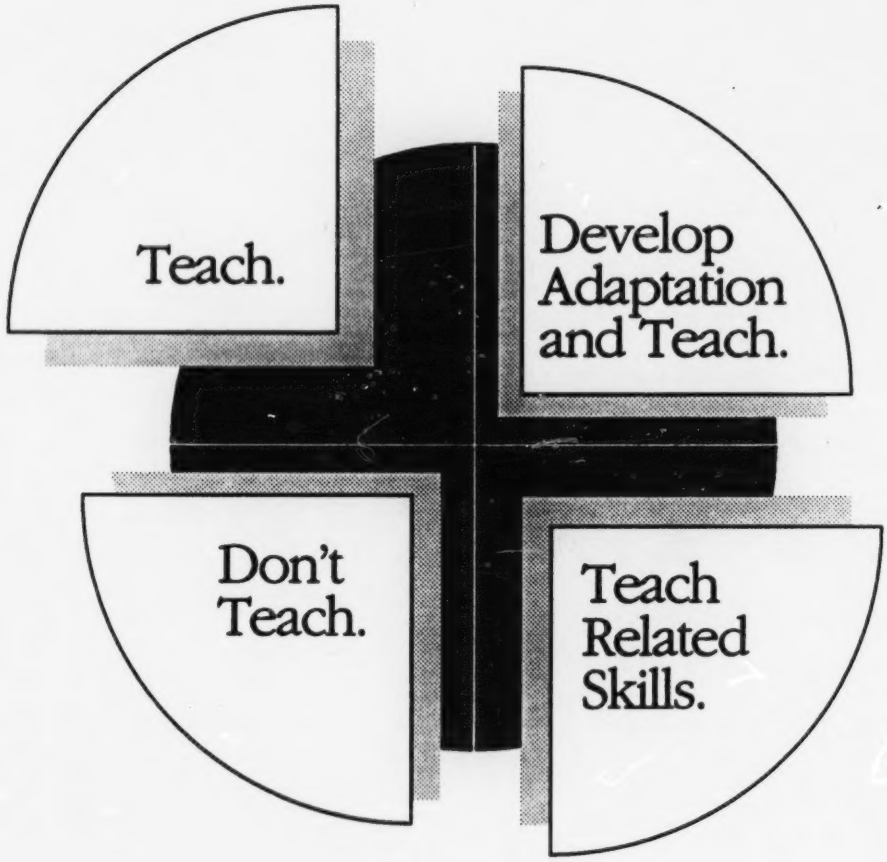
2. Examines difference between identified skills and individual's abilities.

3. Directs staff to characteristics of particular skills and individual's difficulties with those skills.

ISSUES IN DETERMINING GOALS AND OBJECTIVES

1. People differences
2. Individual considerations
3. Functionality
4. Skill/Task characteristics

OPTIONS IF INDIVIDUAL IS UNABLE TO PERFORM SKILLS/ACTIVITIES AS THEY ARE USUALLY PERFORMED:



OPTIONS TO CONSIDER:

1. Teach the individual to perform the skills as they are typically performed.

2. Develop an adaptation and teach the skill using the adaptation:

MATERIALS/DEVICES:
Physical prompts, dress or appearance
ACTIVITY CHANGES:
Change in sequence
ENVIRONMENTAL CHANGES:
Change in physical environment or attitude

3. Teach related skills:

Unable to use stairs: teach to use ramp.
Unable to read address: teach to identify door.
Unable to request using speech: teach to point
Unable to tie: teach to use velcro closures.

4. Don't teach at this time.

SAMPLE GOALS AND OBJECTIVES

LONG TERM GOALS:

1. Upon arriving at a restaurant, using picture sequence cards, Matthew will obtain necessary materials needed to clear and wash tables in the dining area and complete all tables within 45 minutes.

SHORT TERM OBJECTIVES:

1a Staff will clear the tables at this time. Then, given physical prompts and picture cards, Matthew will proceed using a systematic route moving from table to table washing each until five cleared tables are washed.

1b. Given a picture representing full shakers, Matthew will compare the shakers in the picture to the ones on the table and determine whether they need to be filled. If so, he will proceed to fill them.

LONG TERM GOALS:

2. Upon completion of cleaning the tables, Matthew will proceed directly to vacuum two entrance rugs using picture sequence cards and will complete the vacuuming within 10 minutes.

SHORT TERM OBJECTIVES

2a. With the initial use of carpet cleaning powder, Matthew will determine that the carpet is completely clean and he can stop vacuuming when all of the powder is gone.

2b. With physical prompts and demonstration, Matthew will secure the cord around the handle of the vacuum prior to taking it to and from the store room.

EVALUATION DATA PROVIDES INFORMATION ABOUT:

1. Whether the individual is actually learning the task:

a. Amount of assistance currently needed.

b. Type of assistance:
Visual prompts
Physical prompts
Picture cues, etc.

2. Individual's ability to respond to natural cues

   a. Which cues?

   b. Effectiveness of assistance or adaptations.

3. Rate at which individual is learning

   a. Sufficient given critical nature of task?

   b. Sufficient to be motivating?

4. Is the problem in your teaching?

When an individual makes a mistake:

a. Stop where you are in the sequence.

b. Have the individual repeat the steps with enough assistance to do it correctly.

c. Give the individual a chance to repeat the steps missed.

AVOID GIVING VERBAL ASSISTANCE TO INDIVIDUALS WITH POOR UNDERSTANDING OF COMMUNICATION OR SOCIAL INTERACTION.

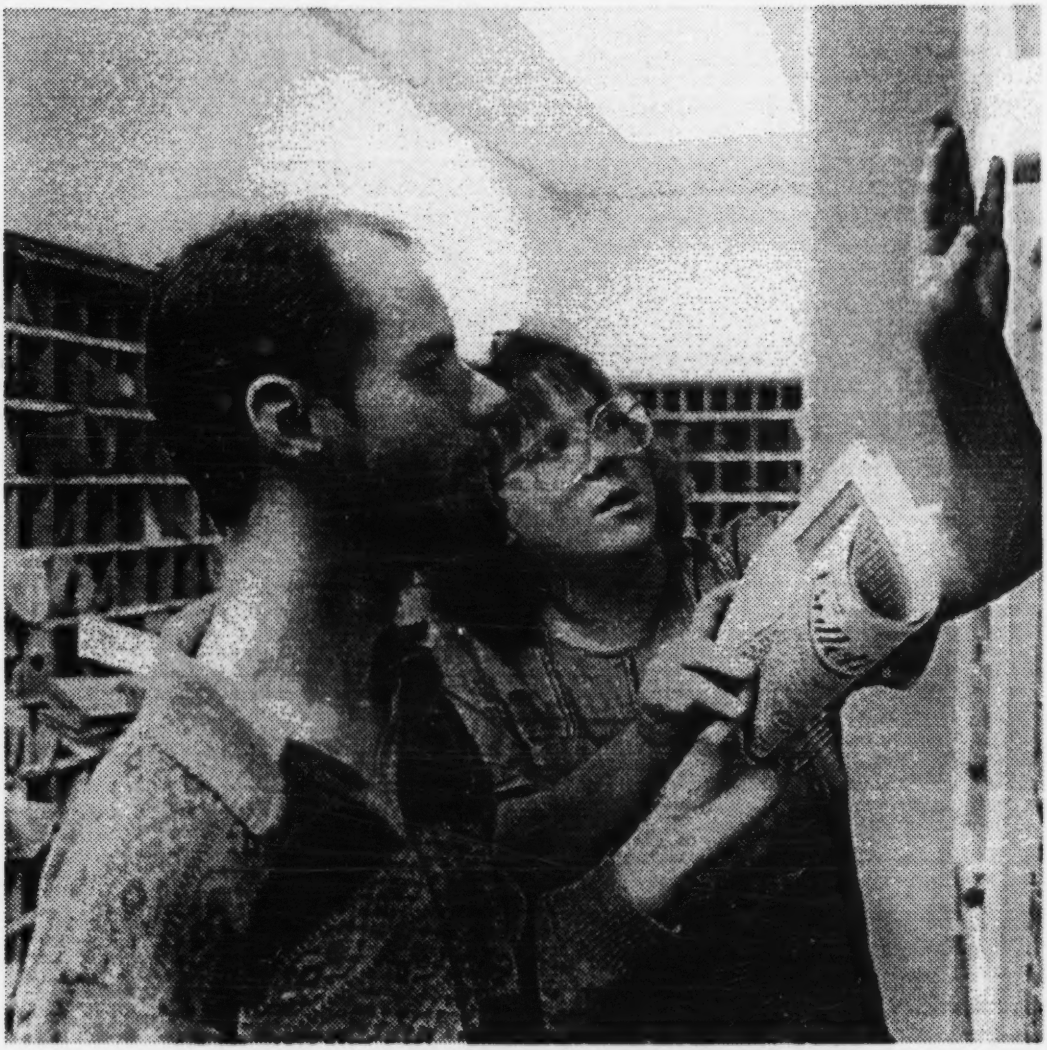
Reasons:

The individual might learn that you and your verbal assistance are part of the task. That is "My job is to stand here until I am told what to do next."

For individuals with severe impairments, verbal assistance is often the hardest kind to fade out.

Planning

Worksheets and Handouts



CHECKLIST FOR SELECTING ENVIRONMENT

- ❑ How are same age individuals without disabilities spending their time?
- ❑ Will this activity reduce the differences between individuals with disabilities and those without?
- ❑ Will this activity/skill give the individual more options and opportunities in more environments?
- ❑ Will this activity promote greater independence?
- ❑ What options are available in the immediate community?
- ❑ Are there opportunities to teach skills in this environment?
- ❑ Are there activities that are appropriate for the age of the individual?
- ❑ Is the place accessible – ramps, elevators, etc?
- ❑ Are the skills needed here common to those needed in other settings?
- ❑ Is the environment used frequently by the individual and others?
- ❑ Is the environment preferred by the individual and others?
- ❑ Is the environment used frequently by individuals without disabilities?
- ❑ Is there reasonable travel access by walking, taking the bus or driving?
- ❑ What expenses are required for this setting?
- ❑ Is the time needed to get from one setting to another reasonable?
- ❑ What is the staff availability and need in the environment?
- ❑ What other scheduling issues are raised by choosing this environment?

Planning Handout **2**

Area:Work _____Home: _____Rec: _____Comm. _____
Environment: _____
Section: _____
Activity: _____

General Inventory

Skill Clusters	Cues	Correction Procedures	Objects/Materials Used	Performance Criteria	Consequences	Communicative Content

Planning Handout **3**

Area: Work __X__ Home: _____ Rec: _____ Comm. _____
Environment: Pizza Hut
Section: Dining Room Area
Activity: Washing Tables/Re-Fill Condiments

General Inventory

Skill Clusters	Cues	Correction Procedures	Objects/Materials Used	Performance Criteria	Consequences	Communicative Content
1. Obtain materials from store room	Dirty tables	None	Cloth, spray cleaner, condiments	Motor skills	Tables remain dirty, job not completed	None
2. Remove & throw away trash on table	Trash	None	Waste container	Motor skills	Cannot begin to wash table	None
3. Spray table & wipe completely with cloth, moving aside shakers & condiment holder	Materials Dirty table	None	Spray cleaner, wet cloth	Motor skills, Accuracy	Tables will remain dirty	None
4. Re-fill shakers & condiment holder if needed	Unfilled shakers & holder	None	Extra condiments	Motor skills, Accuracy	Unhappy customers	None
5. Go on to next table	Dirty tables	None	Same as above	Same as above	Same as above	None
6. Repeat until all tables are clean	Dirty tables	None	Same as above	Same as above	Same as above	None
7. Return materials to store room	All tables are clean	None		Motor skills		None

Planning Handout 4

Area:Work __X__Home: _____Rec: _____Comm. _____
Environment: Pizza Hut
Section: Dining Room Area
Activity: Vacuum Entrance Rugs

General Inventory

Skill Clusters	Cues	Correction Procedures	Objects/Materials Used	Performance Criteria	Consequences	Communicative Content
1. Obtain vacuum cleaner from store room	Dirty rug	None	Vacuum Cleaner	Motor skills	Cannot begin	None
2. Locate outlet near rug #1	Outlet in wall	None	Vacuum Cleaner	Accuracy	Vacuum won't work	None
3. Unwind cord and plug into outlet	Cord tied & outlet	None	Loose cord & outlet	Motor skills	Cord won't reach outlet	None
4. Turn on vacuum and move to top of rug	On switch	None	Vacuum Cleaner & switch	Motor skills	Vacuum will not work	None
5. Proceed to vacuum entire rug, from top to bottom	Dirty rug	None	Vacuum Cleaner	Motor skills		None
6. Proceed to 2nd rug and repeat process	Dirty rug	None	Same as above	Motor skills	Cord can get caught in vacuum	None
7. Unplug cord & wrap around vacuum, secure	Entire rug clean	None	Cord & vacuum	Motor skills		None
8. Return vacuum to store room		None		Motor skills		None

Planning Handout **5**

Individual Inventory

Area: Work _____ Home: _____ Rec: _____ Comm: _____
Environment: _____
Section: _____
Activity: _____

General Inventory	Performance + or -	Assistance	Possible Adaption What to do? Comments?

Planning Handout 6

Area:Work __X__Home: _____Rec: _____Comm. _____
Environment: Pizza Hut
Section: Dining Room Area
Activity: Washing Tables/Re-fill Condiments

Individual Inventory

General Inventory Skill Clusters	Performance + or -	Assistance	Possible Adaptations What to do? Comments?
1. Obtain materials store room	-	Stood in kitchen area. Did not request assistance.	Use picture or begin sequence at store room
2. Remove & throw away trash on table to trash can	+	Quite slow, took one paper at a time	
3. Spray table with cloth moving aside shakers & condiment holders	+/- (did not move shakers, etc.)	Too much spray	Demonstrate use of bottle & moving cond. etc
4. Re-fill shakers & condiment holder if needed	-	Salt shaker was almost empty	Teach criteria for re-fill visual cue
5. Go on to next table	+		Teach a systematic route
6. Repeat until all tables are clean	-	Use nonverbal prompts and cues	Stress natural cues
7. Return materials to store room	-	Possibly was unclear that task was completed	Picture sequence cards

Planning Handout **7**

Area:Work __X__Home: _____Rec: _____Comm. _____
Environment: Pizza Hut
Section: Dining Room Area
Activity: Vacuum Two Entrance Rugs

Individual Inventory

General Inventory Skill Clusters	Performance + or -	Assistance	Possible Adaptations What to do? Comments?
1. Obtain vacuum cleaner from store room	+	Cord fell off, tangled,	Secure before moving vacuum
2. Locate outlet near rug #1	-	Proximity prompt used	
3. Unwind cord and plug into outlet	+		
4. Turn on vacuum and move to top of rug	+		
5. Proceed to vacuum entire rug from top to bottom	-	Needed prompts to do so	
6. Pick up cord while vacuuming	-		Demonstrate how to hold upright at beginning of sequence
7. Proceed to 2nd rug and repeat process	-		Identify salient cue when finished
8. Unplug cord & wrap around vacuum, secure	-	Left cord hanging	Demonstrate/prompt
10. Return vacuum to store room	-		

MINNESOTA RULE 185

A. Specifies that the following individuals must participate in the Individual Planning meetings:

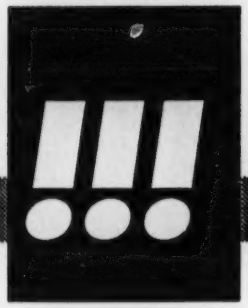
1. The individual with a disability
2. The individual's legal representative
3. The individual's case manager
4. An advocate, if any, for the individual
5. Representatives of all providers of services authorized in the Individual Service Plan

B. Requires that the following areas must be addressed in the Individual Plan:

1. Medical status
2. On-going health care needs
3. Physical development
4. Intellectual functioning
5. Social skills
6. Self-care skills
7. Communication skills
8. Community living skills
9. Vocational skills
10. Physical and social environments
11. Legal representation

C. Requires the Individual Plan to include the following:

1. Short-term objectives/annual goals
2. Methodology
3. Provider's employee responsible for services
4. Measurable behavior criteria of attainment
5. Frequency with which services will be provided
6. Projected starting and completion dates for each objective
7. Resources needed to implement the plan (i.e. special equipment, staff, training,etc.)
8. Frequency with which providers will submit reports and minimum frequency at which case manager will monitor services
9. Signatures, including the individual's and or the individual's legal representative



Controversial Issues

FIVE CONTROVERSIAL ISSUES RELATED TO THE TOPICAL AREA AND SUGGESTED APPROPRIATE RESPONSE.

1. One area of controversy is that many people believe that individuals with severe disabilities cannot be expected to function in ordinary environments because of the possibility that they will display inappropriate behavior.

Several responses can be made to this concern. It is clear, for example, that many inappropriate behaviors are the result of boredom and of having to remain in the same environment day after day and year after year. One value of the strategies presented is that staff are asked to consider what preferences the individual might have, and also to consider a wide variety of environments for the individual. Thus, boredom and the problem behaviors that result from boredom can be minimized.

Additionally, there are a variety of behavioral strategies which can be used to deal with any problems which may remain after the environments and the activities are changed to better meet the interests of the client. References about these strategies are given in the bibliography.

2. Some people believe that individuals with severe disabilities should be confined in workshops, day activity centers and other segregated environments because the public or the community is not ready for integration.

The best response to this notion is that these individuals are citizens with the same right to be in community environments as any other citizen. Unless a person is a criminal under sentence he/she does not have to earn his/her way into the community. Every person's rights to participate in the community are protected by law. This does not mean, however, that we would not be respectful of the owners, patrons and employees of community environments.

For example, if one is teaching an individual to buy items in the grocery store and the individual is new and/or very slow, it is best to be considerate of others by starting the training sessions at a time when the store is not busy. Or, if a person is likely to touch breakable items, don't go in that section until he/she has better self control.

3. There are those who think that individuals with severe disabilities cannot ever be independent and, therefore, should not be taught in community environments.

The material in this course addresses strategies that can be used to assist a person who is not independent to be more independent in a particular situation. For example, if the person cannot ask for food at a restaurant, he or she can be prompted to use a card with a picture of a food item. He or she may eventually be more independent and present the picture without a prompt yet never able to ask for the item in the manner of a person without a disability. The notion behind this is "The Principle of Partial Participation." This means, even if a person is not able to do all the steps of an activity independently, the person ought to still have the option to participate in the activity in a meaningful way.

4. Another area of concern, if not actual controversy, is that some individuals prefer to be inactive and would rather, for example, just sit and rock.

The response to this is that many people have spent years in very under stimulating environments in which they were permitted to sit and rock and not encouraged to participate in other activities and settings. Until these people are given plenty of opportunity to experience other things, with the right individualized supports, we cannot predict what the individual's preferences may turn out to be. As staff get more familiar with individuals they may be more able to assess what activities can be expanded and what can be dropped based on personal interest.

5. Some controversy remains around the fact that people believe individuals with severe disabilities ought to be taught following a developmental sequence model. In such a model individuals cannot begin to participate in functional activities until they are able to perform all the "prerequisite skills" (meaning required skills).

For example, being able to identify how many dimes are in a dollar before they go to the store to buy something.

One response is that very few things are absolutely required to do other things. You do need to stand before you can walk, but you don't need to know how many dimes are in a dollar before you go to the store. You only need to be able to choose what you need and put the dollars on the counter near the clerk. It can be very useful to know how many dimes are in a dollar and how to make change but it is not required. Even when it comes to standing before you can walk, if the goal is to get from one point to another you really aren't required to stand or walk. You can learn to use a wheelchair instead.

Another response is that developmental information can be useful in helping us decide what might be interesting to a person and in adapting tasks to make them more interesting. Also, we can use developmental information to better understand what the individual may think is happening in a given situation. For example, if the individual always has to be told to open the door of the closet when she's getting dressed in the morning, developmental information might suggest that she does not have "object permanence." (Object permanence means that a person understands that something still exists even when she can't see it). Once we understand her view of the situation we know there are a number of things we can do: We can open the door for her; we can take down the door; we can change the solid door for one that has a clear material in it; we can take the clothes out for her; we can continue to tell her to open the door; we can give her an adaptation such as a picture sequence that indicates to her that the first things she must do is open the door to find the clothes, etc. depending on this individuals abilities and needs

The major point is that there should be no controversy at all. People can learn to do many things even when they do not have what some consider required skills. Still, an understanding of normal growth and development may help us is developing a truly individualized program for any person. This information is particularly useful in developing adaptations. We have provided a reference about the proper use of developmental information in the reference section.

AN EXPLANATION OF TERMS USED IN THIS COURSE

Adaptations are changes, additions, alterations to rules, materials, schedules or sequences that we make to enable a person to participate as fully as possible in a particular activity. These can be temporary or permanent. A temporary rule adaptation might be to allow a person to take the breaks as appropriate or needed instead of one in a morning on the job; a permanent materials adaptation might be to give a person in a wheelchair a short pole to use to turn on lights or appliances.

Chronological Age Appropriate refers to activities, skills, environment, clothing, music etc. which is compatible with the approximate age of an individual. If a person takes a "STRAWBERRY SHORTCAKE" lunch box to work the person could be subject to ridicule. Likewise, to dress someone who is in her 30's in a manner much younger than her years; to offer music which is not compatible with what her age peers would be listening to; to have her learn to swing on kiddy swings or to use phrases like "good girl" when referring to her would be chronological age inappropriate. Every effort should be made to minimize the difference between an individual, regardless of the disability, and his or her age peers.

Communicative Content can include words you see, say, hear, point to, gestures, signs and signals which communicate to you or which you use to communicate in a particular environment. Some environments do not require much, if any, communication; others require a lot. You can use a video game at an arcade with no communication if you have the proper coins. You need some communication, though it does not have to be spoken words, if you are

Consequences are the results of the actions performed. When bowling, if you pick up the ball and roll it straight down the alley, you hit pins. If you drop it and

let it roll crookedly the consequence is a gutter ball. If you whisper your order in a noisy restaurant the consequence may be that you get the wrong food. It is important for people to get acquainted with natural consequences, positive and negative, as long as these are not dangerous or embarrassing.

Corrections are the signals, signs, words or written directions that tell us to change what we are doing if we are making an error. For example, when checking out, if we start to go to the wrong counter a worker from another checkout counter might say "I'll help you over here" or otherwise signal that the first checkout is closed. There may not always be natural corrections. For example, if you go into McBurger and wait for someone to seat you, you may have to wait and be hungry a very long time. Corrections also can be considered cues, directions or prompts but it is important to remember that they come after an error. (When working with individuals with severe disabilities, it is better to be given assistance before the error begins or, if it occurs, to begin again so that the person will not learn the error and your correction as a chain of behavior). In the natural environment, however, corrections often come after we make a mistake.

Cues are the signals, signs, words or written directions which tell people what they are expected to do in a particular circumstance. These can be divided in natural or artificial cues.

Natural Cues in a restaurant, can be as subtle as a waiter putting his pencil on the order pad and looking at you as a signal that you should give your order, or as large neon as a sign and recording in another restaurant that says "ORDER HERE." We respond to natural cues all the time, often without realizing it so we must begin to think about these cues if we want others to begin to notice them.

If there is no natural cue, we sometimes are given an artificial cue. For example, if there is an accident at an intersection, an emergency worker or bystander may begin to direct traffic around the accident and bypass the natural cue of the traffic light.

In working with individuals with severe disabilities we often add artificial cues such as pointing to a natural cue or giving verbal or signed directions. It is important to emphasize natural cues and avoid artificial cues as much as possible.

Ecological/Ecology in this course, means all the people, things, activities, skills and cues to be found in a particular environment. It is more than the furniture or even the people. It even includes the noise level, the speed of activities, etc. that make a place work. It is important to realize that most environments have their own individuality. Do not think about "SHOPPING ENVIRONMENTS" but about THE SHOEBOX, a shoe store on Main Street which could be quite different than the other branch of the same store in the Westside Mall. Likewise, when describing an environment, we mean a particular section of it, an individual branch of the public library, a certain person's apartment or a particular warehouse, etc.

Functional Skill/Functional Activities generally are those which would receive a "Yes" answer to the following question: "If the person does not learn to do this skill/activity, someone will have to do it for him?" The answer for the activity of buying a shirt at K-Mart would likely be "Yes." The answer for the activity of stacking blocks or sorting and resorting nuts and bolts would likely be "NO." The exceptions to this would be recreational activities such as watching a movie or riding a bike which a person might enjoy but which would not be required for independent functioning.

General Inventory is a process for entering a specific place or setting and noting the various sub-sections of that setting as well as the activities and skills which may be required in that setting.

Generalization refers to the fact that it is often difficult for people with severe intellectual disabilities to transfer the information they learn under one circumstance or setting to another circumstance or setting. Thus, if a person learns to order food in only one fast food restaurant, we cannot be confident that he can also order food in a different restaurant. Likewise, if he only leans to "order" a meal in an artificial setting such as a workshop cafeteria, we cannot be sure he will generalize or transfer the skills outside that setting. It is, therefore, extremely important to teach and to test the person's skills in the environments in which these skills will have to be used. Thus, this course stresses the assessment and teaching of new skills in natural environments.

Individual Plan is the legally required document which outlines what an individual can currently do, long and short term goals and objectives for the person and a plan for evaluating progress. State regulations specify how the plan should be done and updated as necessary.

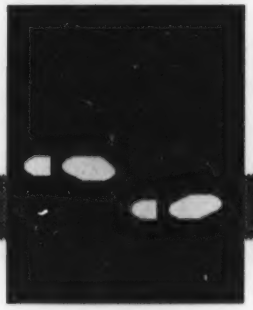
Individual Inventory is the name given to a process for learning what an individual with a disability does in a specific environment and subsections of that environment. Information is then compared to the skills and abilities of typical people without disabilities who are successful in that same environment.

Natural Environments are those settings in which people without disabilities live, work and recreate. People with disabilities can be integrated into them. The task then is to assess the skills of these people in such environments, and to teach in those environments, to avoid problems with generalization.

Performance Analysis is a process for deciding what differences, if any, there are between the way people without disabilities perform in a particular environment and the way an individual performs in that same environment. This information can form the basis for developing functional goals and objectives for an individualized educational or habilitative plan.

Performance Criteria are the standards naturally available for success of a particular activity in a particular environment. For example, if you want the correct size bowling shoe in a loud bowling alley, you need to be able to say your size loud enough (or otherwise signal the size). You also need to be both accurate and at an appropriate distance from the bowling staff. If you are in an elevator trying to go up to the 10th floor you must consider both speed of action and accuracy. That is, you have to push the button for the 10th floor before the elevator has passed it and you must push the correct button.

Skill Clusters are groups of skills necessary to perform an activity. For example, if you wanted to ride a bus, you must locate the bus stop, choose the correct bus, board the bus, deposit the money in the coin box etc. Any of these skill clusters can be broken down into further detail for a particular person. A task analysis would discover if the person needs additional help or adaptations or needs to be taught smaller parts of a cluster, such as "raising right leg 14 inches, putting firmly on step, grabbing door pole, etc."



Additional Activities

The following are additional activities which could be used to augment the in-class and out-of-class assignments to clarify how much an individual trainee is understanding the material.

1. Make a list of four people who could come to the IP meeting for an individual who are not necessarily required to be there.

2. Give two examples of how you could identify a personal preference for a particular environment or activity.

3. List five environments within one mile of your setting (more miles if a rural community) which could be appropriate for a person as a work training site (such as a community center, YMCA, Red Cross, hospital).

4. List five environments within one mile of your setting (more miles if a rural community) which could be appropriate for a person as a place to spend leisure time (such as a park, an arcade, a community center).

5. List five environments within one mile of your setting (more if a rural community) which could be appropriate for a person as a place to teach everyday functioning such as a shop, church, doctor's office.

6. List five community based living situations which would appropriate for a person as a place to live if sufficient supports were available.

7. List three things a particular person likes to do when he or she has nothing that must be done.

Additional Activities

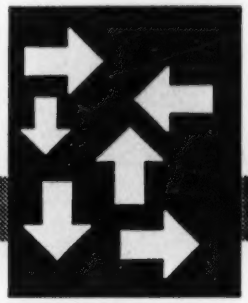
8. List all the environments and activities in which an individual participates on a given week day.

9. List all the environments and activities in which an individual participates on a given weekend day.

10. List the number and kinds of place that a particular person has lived and worked/gone to school in his/her life time.

11. List three people who could be considered a friend (that is, someone not paid to be with him or her) of a particular person.

12. Hold a "MOCK" IP meeting with every member of the class taking a role, including the role of person with a disability and use some of the information developed in the above activities as possible focus of discussion at the meeting.



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Videotape

TITLE: A NEW WAY OF THINKING

PRODUCER: Minnesota Governor's Planning Council on Developmental Disabilities & Minnesota UAP on Developmental Disabilities (1988)
300 Centennial Office Building, 658 Cedar Street
St. Paul, Minnesota 55155
(612) 296-4018

TITLE: AN ELEPHANT AT MOUSE PLACE

PRODUCER: Kittelson & Leadholm
Minnesota Governor's Planning Council
on Developmental Disabilities (1990)
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TITLE: JOAN BERGMAN ON THE IMPORTANCE OF THERAPEUTIC POSITIONING

PRODUCER: Minnesota Governor's Planning Council
on Developmental Disabilities (1990)
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TITLE : REGULAR LIVES

PRODUCERS: Tom Doodwin & Geraldine Wurzburg
Syracuse University
WETA Educational Activities
P.O. Box 2626
Washington, DC 20013

TITLE: TASK ANALYSIS, PROMPTING AND ERROR CORRECTION

PRODUCER: Oregon Research Institute
Tape 1: Task Analysis and Tape 4: Error Correction
Research Press
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TITLE: RICHARD DODDS ON TECHNOLOGY

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Minnesota Governor's Planning Council
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TITLE: TECHNOLOGY: TOOLS FOR LIFE.

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